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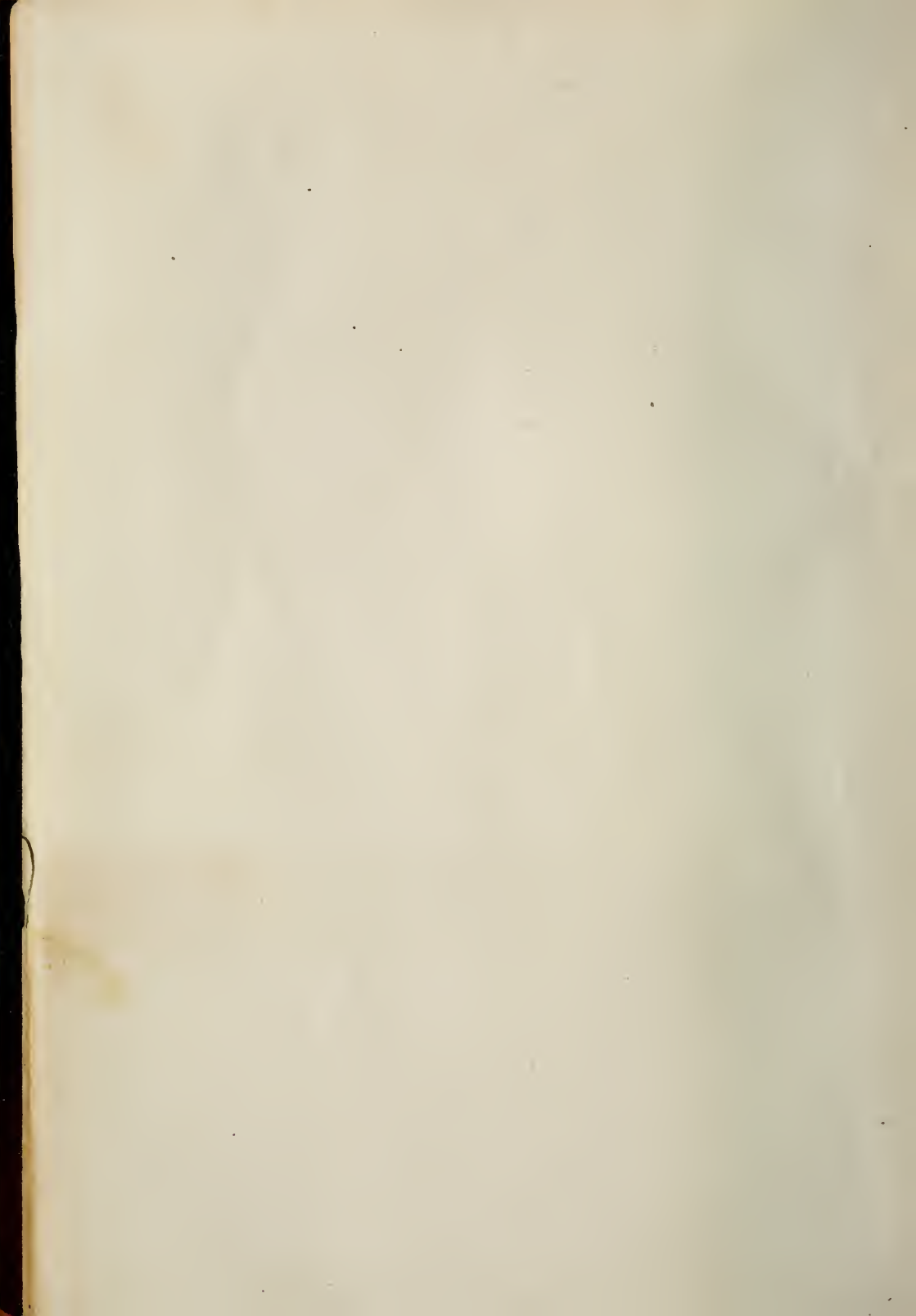
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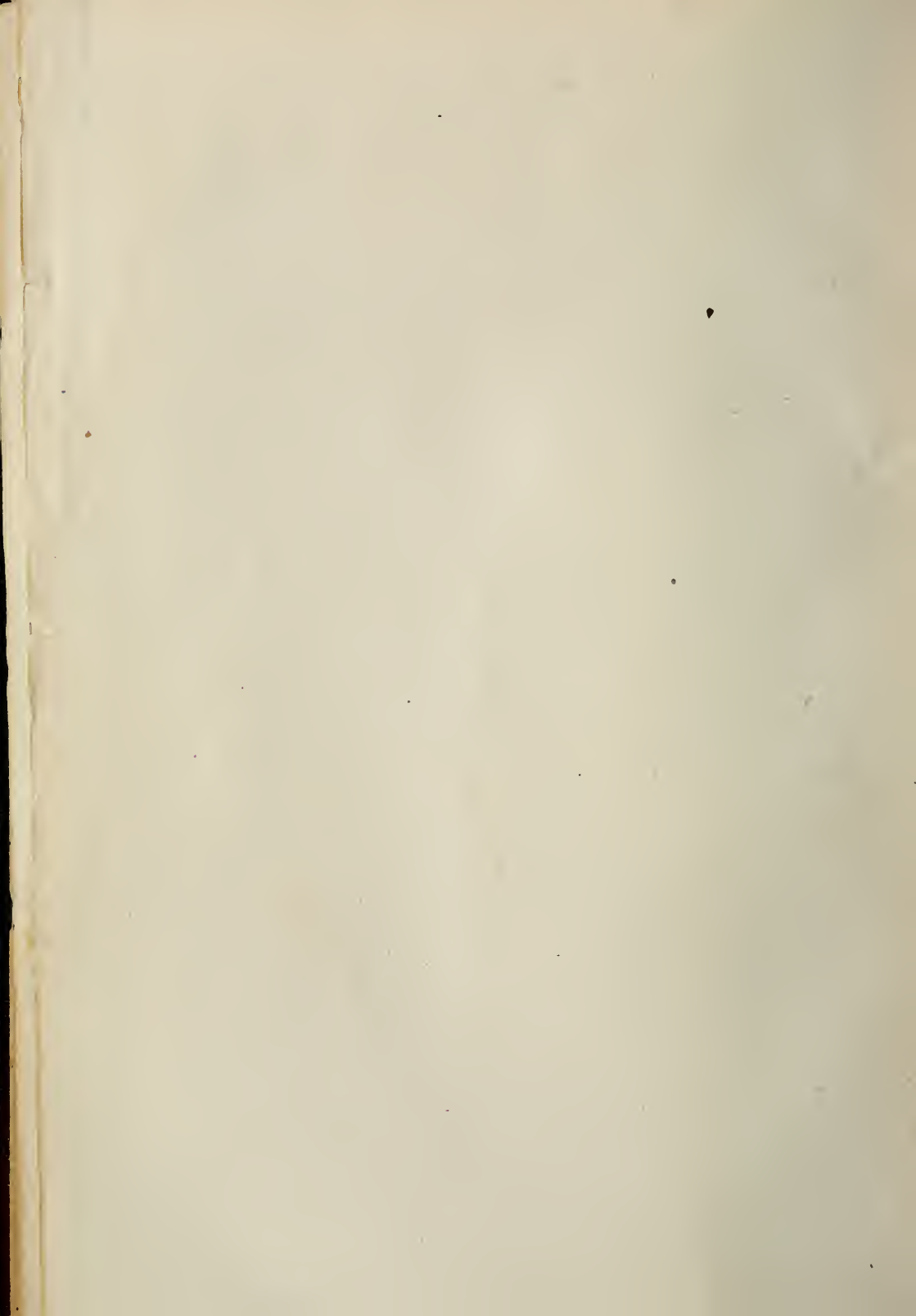
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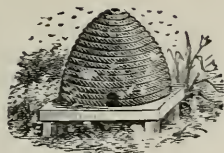




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HOLINESS TO THE LORD



BRIGHAM YOUNG UNIVERSITY

AND

Church Normal Training School

Catalogue and Announcements

FOR THE

Thirty-first Academic Year

1906

1907

Published by
THE BRIGHAM YOUNG UNIVERSITY
Provo City, Utah

1906.

JANUARY

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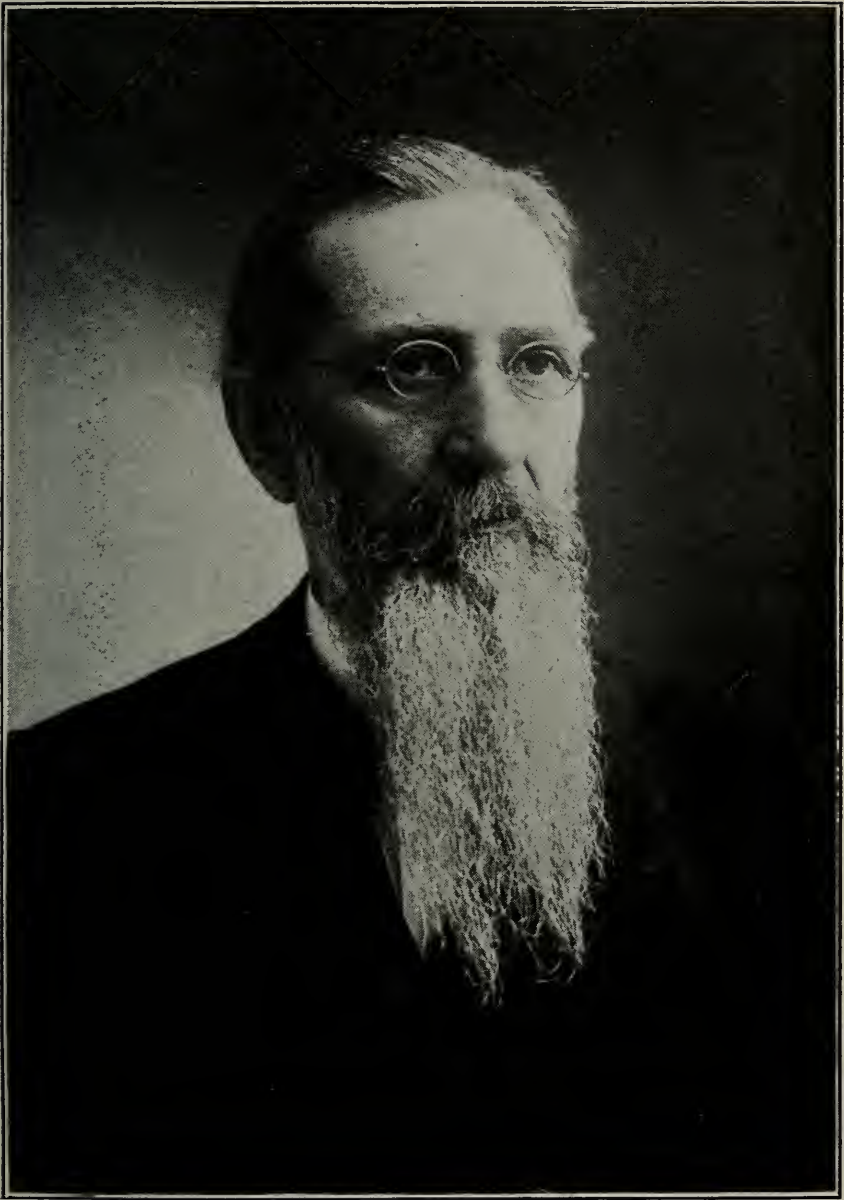
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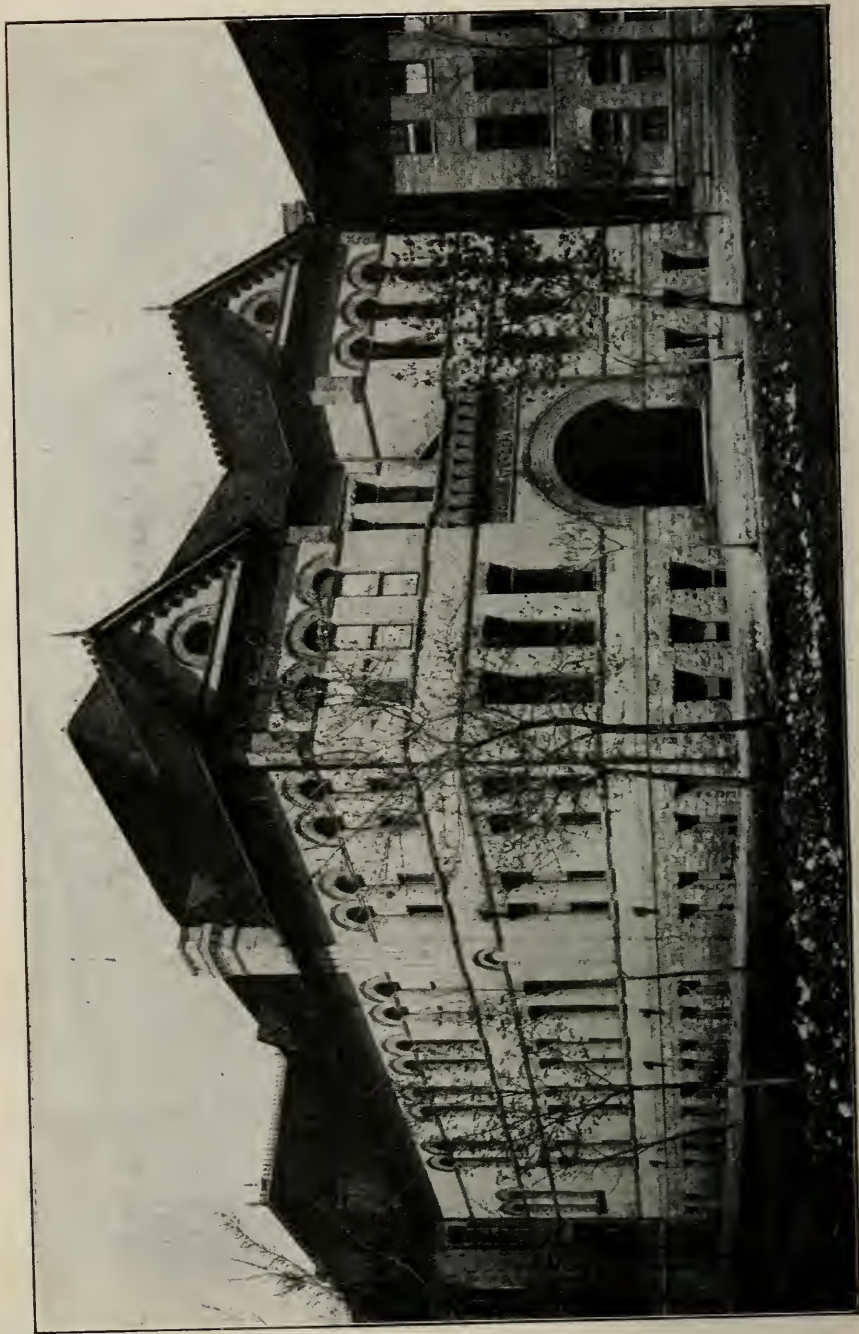
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AUGUST

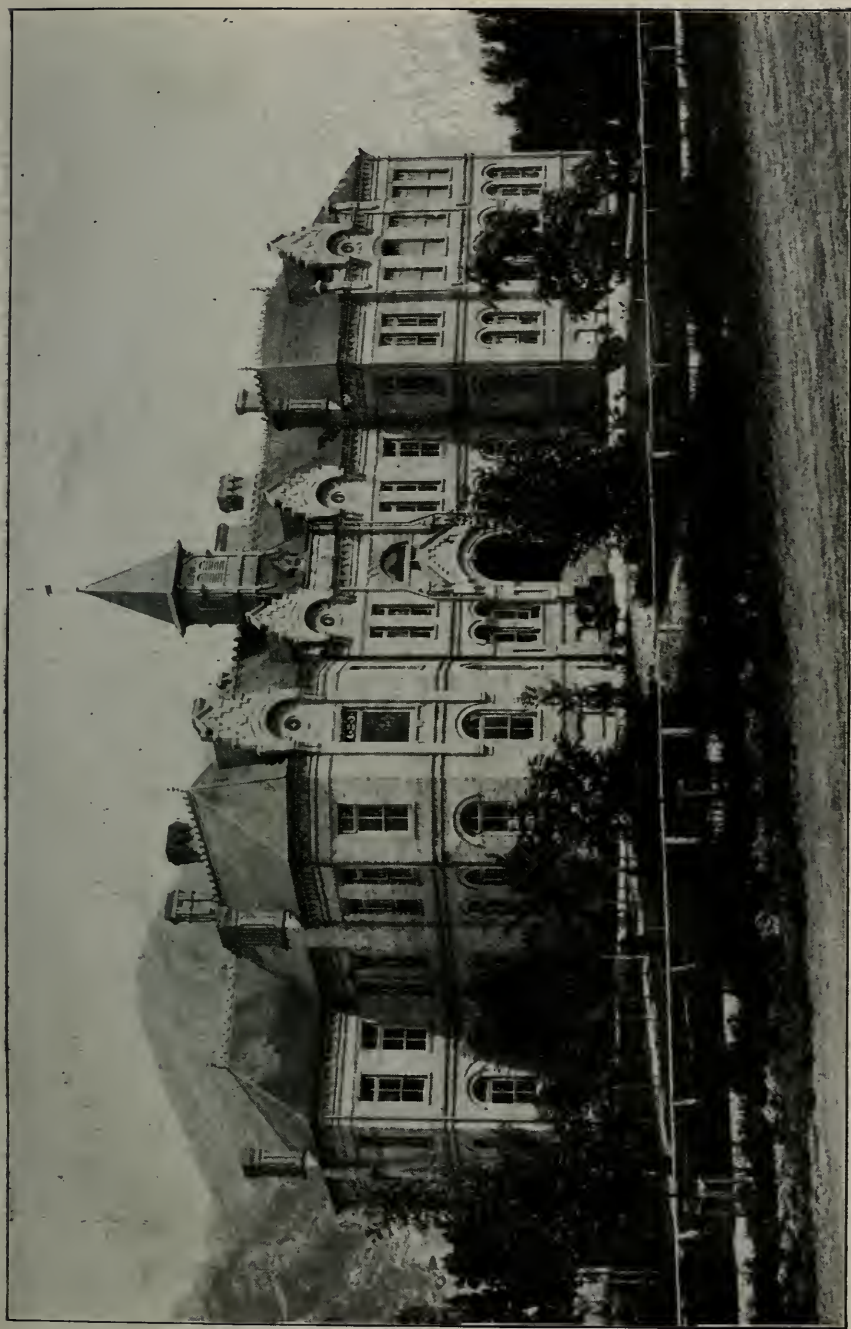
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PRESIDENT JOSEPH F. SMITH, PRESIDENT BOARD OF TRUSTEES.



THE COLLEGE BUILDING.



BUILDING OCCUPIED BY THE HIGH SCHOOL AND COMMERCIAL SCHOOL



NORMAL TRAINING SCHOOL BUILDING.



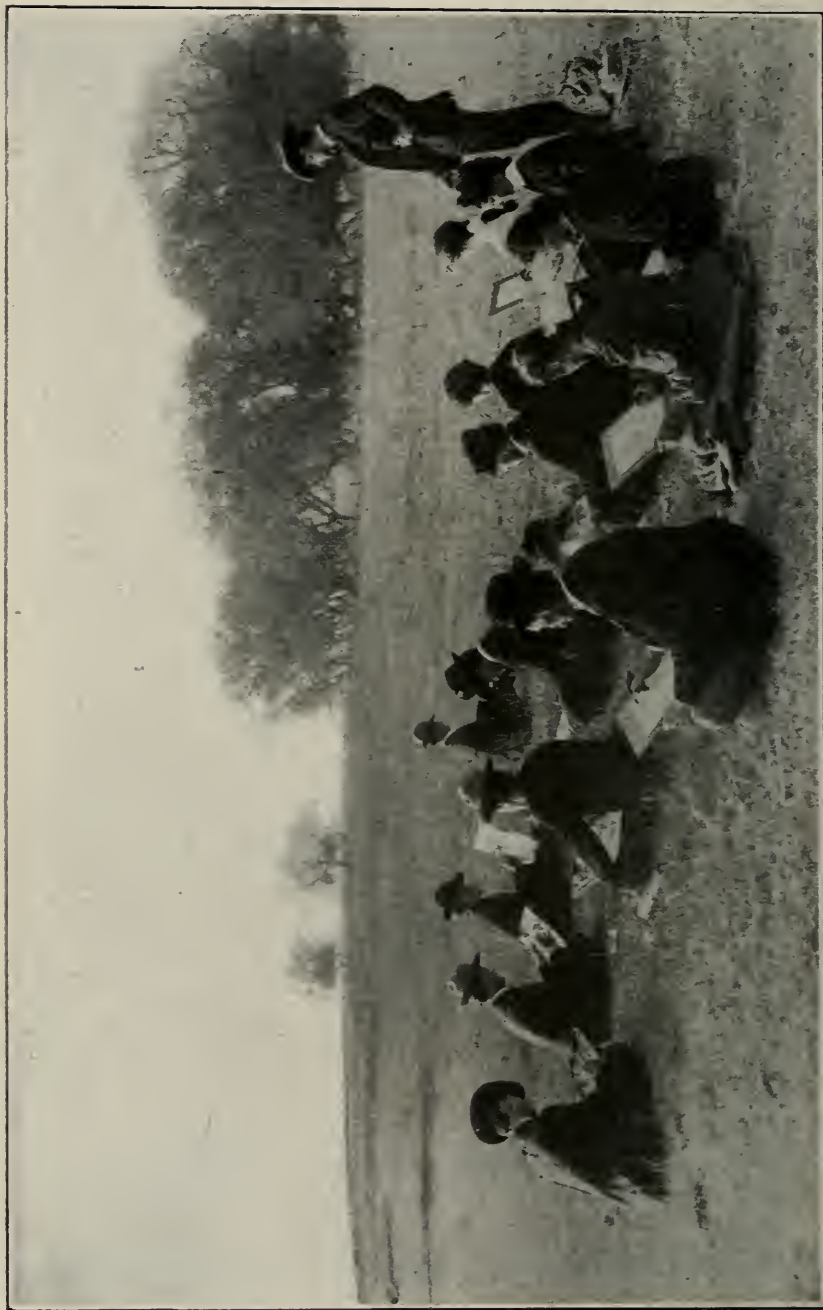
PREPARATORY AND MISSIONARY BUILDING



OFFICES FOR BUSINESS PRACTICE IN THE COMMERCIAL SCHOOL.



PRODUCTS OF THE WOODWORK DEPARTMENT.



ONE OF THE ART CLASSES SKETCHING FROM NATURE.



A CLASS IN MILLINERY.



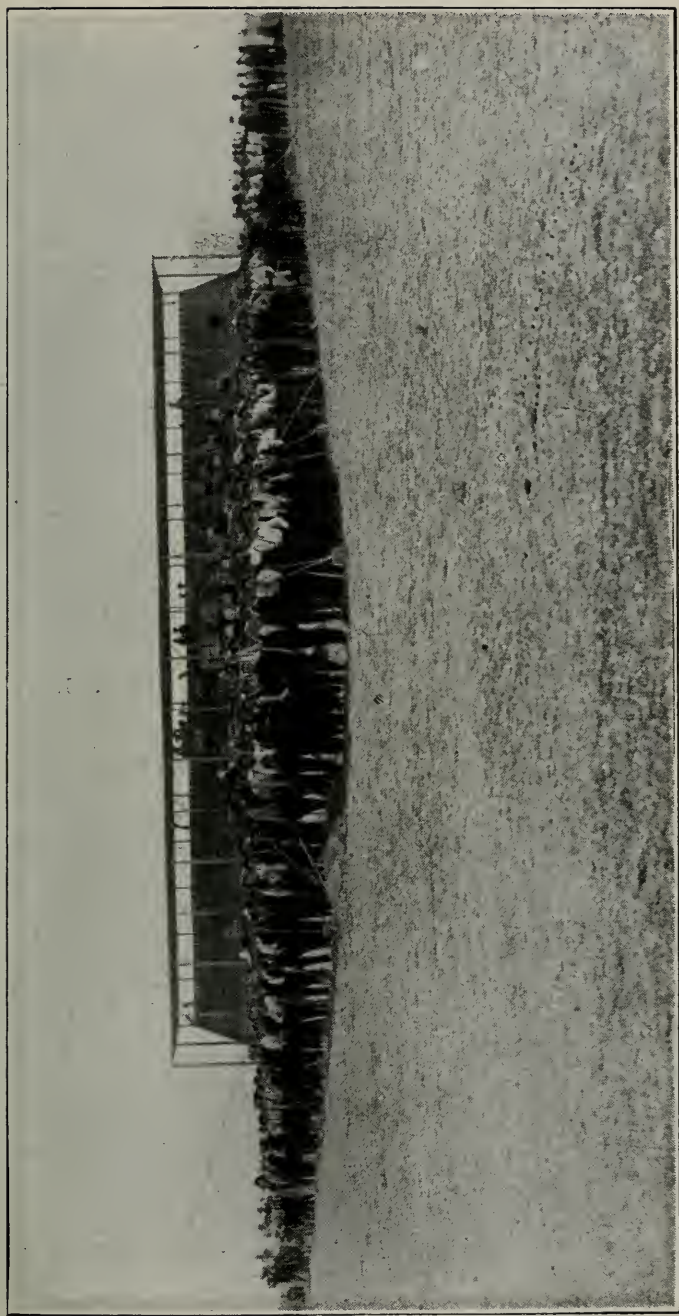
A CLASS IN SEWING.



AMONG THE FORGES OF THE IRON WORK DEPARTMENT.



INTERIOR OF THE GYMNASIUM.



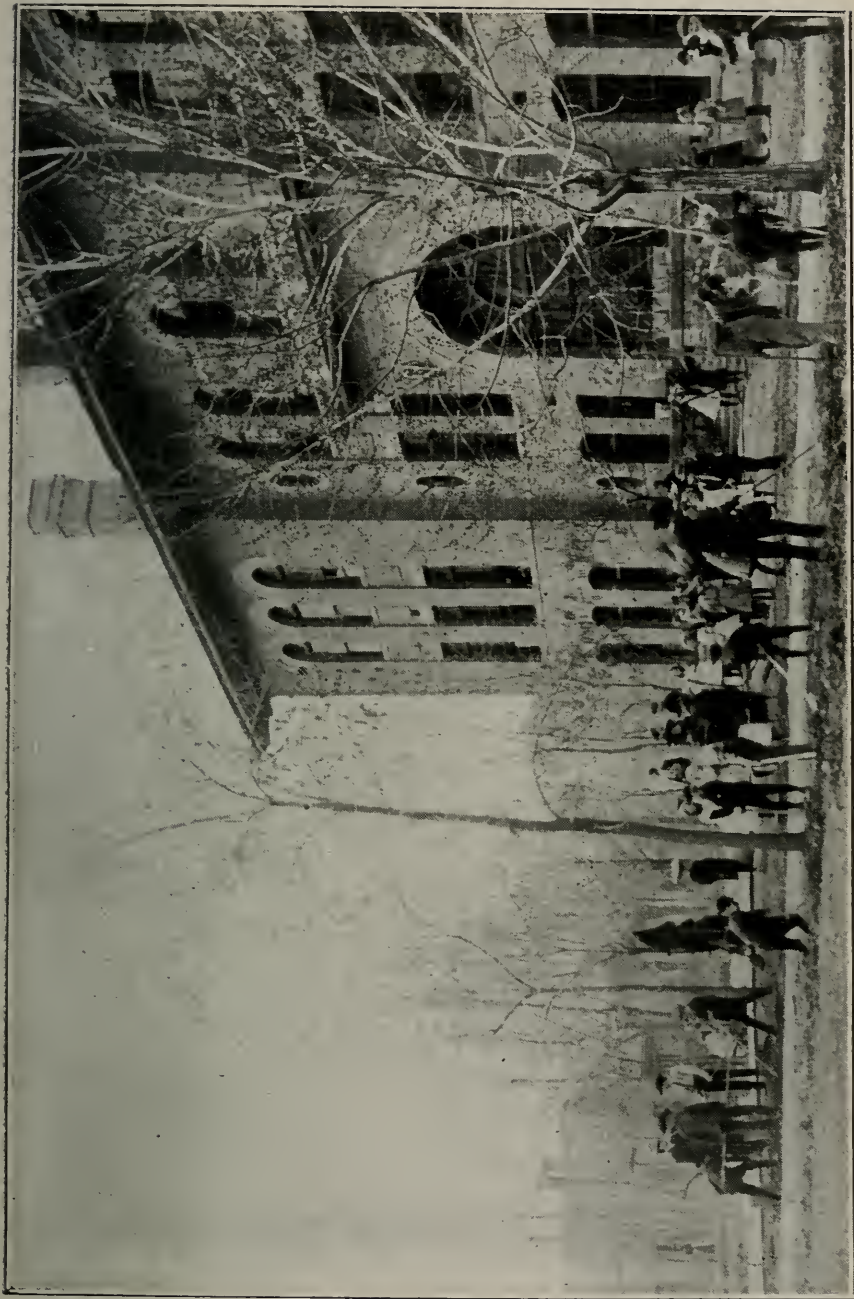
NOT AFRAID TO WORK.—STUDENTS LEVELING THEIR OWN CAMPUS.



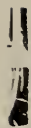
CONCERT PIANOS IN COLLEGE HALL.

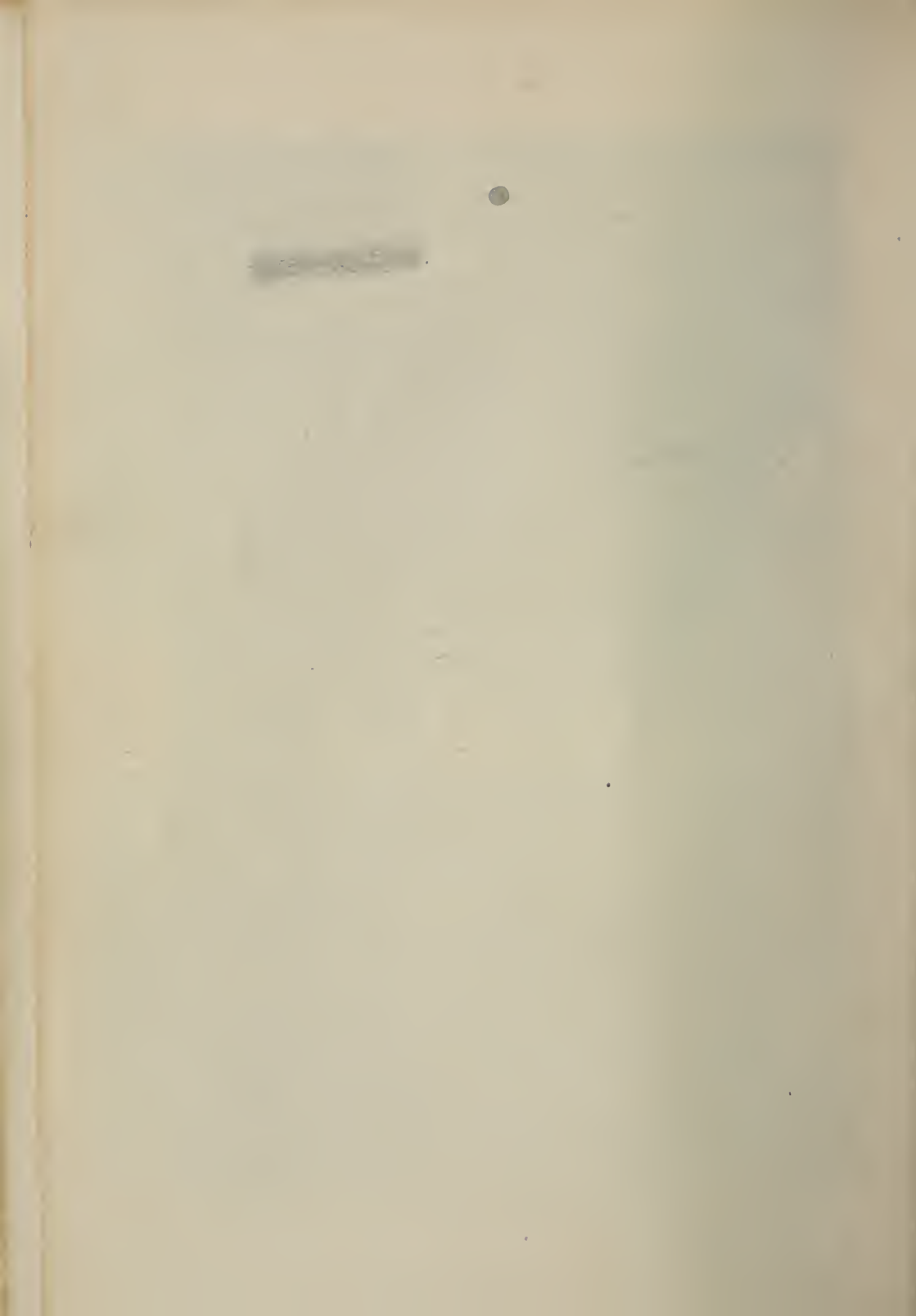


A CORNER OF ONE OF THE MUSIC STUDIOS.



TRAINING SCHOOL CHILDREN BEAUTIFYING THEIR OWN SCHOOL GROUNDS.





UNIVERSITY CALENDAR.

1906.

September 10 and 11, Monday and Tuesday, Entrance Examinations.

September 12, Wednesday, Instruction begins.

October 16, Tuesday, Founder's day.

November 29, Thursday, Thanksgiving.

December 21, Friday, Holiday vacation begins.

1907.

January 7, Monday, Holiday vacation ends.

January 25, Friday, First semester ends.

January 28, Monday, Second semester begins.

February 22, Washington's Birthday.

May 26, Sunday, Baccalaureate Address.

May 31, Friday a. m., Thirty-first annual Commencement exercises.

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Church School Officers.

HORACE H. CUMMINGS, General Superintendent of Church
Schools.

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EDWARD H. HOLT, D.B., B.Pd., Secretary.

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(Names are arranged in groups according to seniority of appointment.)

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NELS L. NELSON, B.Pd., D.B.,
Professor of Philosophy.

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Professor of Phonography.

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Professor of Natural Science.

JAMES L. BROWN, B.S., D.B.,
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ERNEST D. PARTRIDGE, B.S., D.B.,
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- JOHN C. SWENSON, A.B., D.B.,
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Director of Training School.
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Professor of Art and Manual Training.
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- WILLIAM H. HOMER, Jr., M.S.,
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- FREDERIC CLIFT, M.D.,
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Assistant Professor of English.

*On furlough.

ARETTA YOUNG, B.Pd.,
Assistant Professor of Drawing.
F. G. WARNICK,
Assistant Professor of Accounts.
CLAIR W. REID,
Assistant Professor of Instrumental Music.
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Assistant Professor of Natural Science.
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Assistant Professor of English.
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Director of Orchestra.

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Instructor in Training School.
ORIN W. JARVIS,
Instructor of Missionary Class.
SARAH E. PRESTON,
Instructor in Shorthand and Typewriting.
MIRIAM NELKE,
Instructor in Elocution.
ZELLA B. WAKEFIELD,
Instructor in Training School.
LUCILE YOUNG,
Instructor in Dressmaking.
ORSON D. CAMPBELL,
Director of Woodwork.
WM. H. BOYLE,
Instructor in Preparatory School.
JOHN T. REESE,
Instructor in Typewriting and Penmanship.

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Instructor in Woodwork.
- HANS ANDERSON,
Instructor in Ironwork.
- NELLIE SCHOFIELD,
Instructor in English.
- HELEN GLAZIER,
Instructor in Millinery.
- FLORENCE JEPPEPERSON,
Instructor in Vocal Music.
- RAY PARTRIDGE,
Instructor in Mathematics.
- HERMES PETERSON,
Instructor in Training School.
- OLIVE YOUNG GILCHRIST,
Instructor in Training School.
- HENRIETTA SMART,
Instructor in Training School.
- ELSIE BARRETT,
Instructor in Drawing.
- MABEL BORG,
Instructor in Instrumental Music.
- HAZEL TAYLOR,
Instructor in Vocal Music.

ASSISTANTS.

- ROBERT SAINSBURY,
Assistant in Preparatory School.
- JAMES JOHNSON,
Assistant in Mathematics.
- NELLIE CLYDE,
Assistant in Kindergarten.
- M. E. WAKEFIELD,
Assistant in Woodwork.
- B. T. HIGGS, Jr.,
Assistant in English.

HARVEY FLETCHER,
Assistant in Physics.

DELL D. BOYER,
Assistant in Chemistry.

BERRY MAYCOCK,
Assistant in Book-keeping.

HYRUM MANWARING,
Assistant in Preparatory School.

THOMAS W. SMITH,
Assistant in Book-keeping.

ASHLEY BARTLETT,
Assistant in Preparatory School.

FRANK S. HARRIS,
Assistant in Agricultural Chemistry.

HANS C. PETERSON,
Assistant in Preparatory School.

BEATRICE YOUNG,
Assistant in Domestic Art.

THETHE HARDY,
Assistant in Amanuensis Work.

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The President is ex-officio a member of all committees.

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On Transportation.—The Presidency, Secretary and Alfred Osmond.

On Printing and Advertising.—N. L. Nelson, John A. Widtsoe, Joseph B. Keeler.

Brigham Young University.

HISTORY.

The Brigham Young University was founded by a deed of trust executed by President Brigham Young, October 16, 1875. A preliminary session was held soon after its establishment, with Hon. W. N. Dusenberry as Principal succeeded by Dr. Karl G. Maeser, who had been called by President Young to take charge of the school. The Academy was formally opened August 21, 1875, the dedicatory prayer being offered by Daniel H. Wells. Dr. Maeser continued as Principal for fifteen years when he was promoted to the general superintendency of the Church schools; and Dr. Benjamin Cluff, Jr., was chosen to take his place. In 1894, when regular heads or principals of departments were appointed, the title was changed to that of President.

The first Board of Trustees consisted of seven members; viz., Abraham O. Smoot, William Bringham, Myron Tanner, Harvey H. Cluff, Wilson H. Dusenberry, Martha J. Coray, and Leonard E. Harrington. A reorganization took place in 1890, when the Trustees together with the executors, heirs, and assigns of Brigham Young, conveyed to a new Board all the real estate held by the Academy, an act which greatly improved the material interest of the institution.

In the death of President Abraham O. Smoot, which occurred March 6, 1895, the Academy lost one of its oldest friends and staunchest supporters. To fill the vacancy thus made, Brigham Young, oldest son of the founder, was elected President of the Board of Trustees, and Geo. Q. Cannon and Reed Smoot were elected to fill other vacancies.

On July 18, 1896, the institution was formally incorporated under the laws of the State. Following are the names of the incorporators who were also the Trustees of the institution: Brigham Young, Geo. Q. Cannon, Myron Tan-

ner, Harvey H. Cluff, Wilson H. Dusenberry, Karl G. Maeser, David John, Susa Young Gates, Reed Smoot, Thomas R. Cutler, Geo. D. Snell, and Joseph Don Carlos Young.

Provision is made in the articles of incorporation that the institution shall be under the management of a board of twelve directors, to be elected every three years by the Saints assembled in Annual Conference. The first election took place April 6, 1897. At a meeting of the board held August 2, 1897, Geo. Q. Cannon of the First Presidency of the Church was elected President of the Board, which position he held to the time of his death, April 12, 1901.

The Lewis Hall, situated at the corner of Center and Third West streets, was the first home of the institution. The building had been purchased for the Academy by President Brigham Young, and was re-arranged to meet the wants of the school. This hall served the purpose of the institution for nine years. By the opening of the tenth Academic year two additions had been completed, mainly by the munificence of President Smoot. Six months later, on the night of Jan. 24, 1884, the entire structure was destroyed by fire.

The school was now without a home and without means to rent, buy, or build one. Only one day, however, was lost. The basement of the old Tabernacle, Mr. S. S. Jones' store, and the newly completed First National Bank building, were generously turned over for the use of the Academy during the remainder of the year. The following year the floor of the large Z. C. M. I. warehouse was leased. Here the school remained for six years. At the expiration of this time the new building was completed, and on Monday, Jan. 3, 1892, it was formally entered and dedicated.

Founder's day was first celebrated in the year 1891, and has since become a prominent holiday. This day, 1896, was signalized by two important events. The first was the formal creation, by the Board of Trustees, of the College. The second was the placing of the eight grades of the Normal Training school in a separate building.

While this removed the pressure of enrollment to a certain extent, a point in the school's growth was soon reached when more room became necessary. The need was promptly met, however, by the following named persons: Wilford Wood-

ruff, George Quayle Cannon, Joseph Fielding Smith, Reed Smoot, Jesse Knight, Charles Edwin Loose, Jesse William Knight, Alfred William McCune, Inez Knight, and Stephen L. Chipman. The collegiate building, the dedication of which took place during Commencement week, 1898, now stands as a monument to their liberality. The tableted chairs and settees with which the rooms are seated were donated by the patrons and friends of the school through the Alumni association.

Founder's day, 1898, also marks an epoch in the development of the school, for on this day there were formally established and dedicated (1) a laboratory of Physics by the Holt Family, and (2) a laboratory of Chemistry by the Magleby Family. The Beckstead Laboratory of Mechanics was dedicated on Founder's day, 1899, and the Hinckley Laboratory of Natural Science was dedicated on Founder's day, 1900.

By an action of the Church Board of Examiners, December 1, 1899, three institutions, viz., the Brigham Young Academy, the Brigham Young College, and the Latter-day Saints' College were declared, recognized and sustained by the First Presidency as school of secondary instruction. Each institution was empowered to maintain a high school, offering at its discretion a normal course, an academic course, and a business course, leading to certificates of graduation.

It was also provided that no institution should offer a degree short of four years' college or university work. The courses common to university instruction were distributed among the three institutions named, and to the Brigham Young Academy was given the following: Theology and English, the mechanical and engineering arts, including mechanical, civil, electrical, and mining engineering, and domestic arts, also general pedagogy, including normal training; said courses to lead to the degrees of Bachelor of Science and Bachelor of Pedagogy.

The Brigham Young Academy South American Expedition with President Benj. Cluff, Jr., in charge, started on its journey April 17, 1900, and returned to Provo, February 7, 1902. During the two years that President Cluff was away, the institution was under the supervision of Dr. Geo. H. Brimhall as Acting President.

On Feb. 17, 1902, the Gymnasium and Training school, a

building erected at a cost of \$35,000.00 was dedicated. The means for this structure was mainly the gift of public-spirited friends, chief of whom were Jesse Knight and David Evans. On the same date, President Cluff, having returned from South America, resumed his office as President of the institution.

No history of the school would be complete that did not recognize the energy of the students in advancing its interests. Through their efforts many volumes have been added to the library. The Student Bódy also took the initiative in the movement which led to the building of the Gymnasium, and at its completion furnished it with suitable equipment.

For a long time it had been felt that the character of the work of the institution entitled it to a more comprehensive name. This fact having been recognized by the Board, on Founder's day, 1903, the name was formally changed from the Brigham Young Academy to that of Brigham Young University.

On Dec. 22, 1903, President Benjamin Cluff, Jr., severed his connection with the institution, his resignation having been accepted a short time before. The management of the school then fell upon Dr. George H. Brimhall as Acting President until the close of that school year, when he was appointed President of the University.

On October 26, 1904, the Missionary and Preparatory building was dedicated, President Joseph F. Smith being mouth. The first two stories of this building were erected by donations from the Alpine, Nebo, Utah, and Wasatch Stakes of Zion, and were set apart for the home of the Missionary Department and Preparatory school. The third story was fitted up for Domestic Science and Art work, Miss Emma Lucy Gates contributing nearly One Thousand Dollars, with a view of founding in the near future a Domestic Science department, bearing the name of her grandmother, Lucy B. Young. The cost of the entire structure was over \$13,000.00.

During this same year, another building was erected at a cost of \$2,500.00 for the home of the workers in iron. Ten forges in this building were donated by public spirited citizens. The growth of the school during this year was marked also by the organizing of a school of Arts and Industries, an Iron Work department, and a Medical department.

During the year 1905-1906 there were established two scholarships for girls—the Maria Y. Dougall scholarship, and the Eliza Woollacott scholarship. Six lathes and one electric motor were contributed by patrons of the school. A department of Agriculture, offering regular courses was organized at the beginning of the year, and during the winter months a four-week course was given for farmers. A gas plant was installed for the supplying of the chemical laboratories and the Domestic Science department, and a laboratory was equipped for agricultural experiments.

ORGANIZATION.

The University is organized with a College covering three years, offering courses leading to the degrees of Bachelor of Pedagogy (B.Pd.) and of Bachelor of Science (B.S.); and with the following Secondary Schools: 1. A Normal school, offering a regular four-year course and a one-year professional course for High school graduates. Connected with this is a Training school for the practical preparation of teachers, and a Kindergarten, including a Kindergarten training school. 2. A High school, offering two courses; viz. an English course and a Science course. 3. A Commercial school, covering from one to four years' work. 4. A Music school, offering four years' work in both vocal and instrumental music. 5. A school of Arts and Trades, offering five four-year courses. 6. A school of Agriculture, offering a two-year course and a four-year course. 7. A Preparatory school, offering two years' work, especially for young men and young women desirous of working up in the common branches, including a Missionary department for the training of Elders to preach the Gospel.

SCHOOL SOCIETIES.

POLYSOPHICAL SOCIETY.

For a number of years it has been the policy of the institution to offer to the students a series of lectures by distinguished men from abroad. The necessity for thus coming in

contact with the larger life and thought of the world is apparent to all. To supply this need is the function of the Polysophical Society. Formerly its chief aim was to present miscellaneous programs by local talent. It has, however, gradually evolved into a lecture bureau for supplying the University with the best talent obtainable, not only from home, but also from abroad. The following lectures were given under its auspices during 1905-6.

Nov. 9, Dr. David Starr Jordan, Call of the 20th Century.

Nov. 10, Dr. David Starr Jordan, The Strength of Being Clean.

Nov. 13, Alton Packard, Types of Uncle Sam's Folks.

Dec. 8, Carolyn Trueblood, Silas Marner.

Jan. 6, Jerome K. Jerome, Charles B. Loomis, Author's Recital.

Feb. 3, Prof. John B. Demotte, Harp of the Senses.

Feb. 27, Dean Josiah H. Penniman, University of Pennsylvania.

March 15, Dr. Guy Carlton Lee, True Jefferson Davis.

March 20, Dr. Thomas E. Greene, Key to the 20th Century.

The Lecture Course for 1906-1907 is not yet completed, but the following have already been secured:

Prof. John B. Demotte, two lectures.

Dr. Thomas E. Greene.

Spillman Riggs, Humorist.

Maw, the world famous magician.

Dunbar Male Quartette and Hand Benn Singers.

Thomas McCready, famous platform orator.

SPEECH IMPROVEMENT CLUB.

This is an organization of students specially interested in elocutionary studies. Meetings are held bi-weekly, the first and third Wednesday evenings of each month. The programs consist of essays, narratives, lectures, debates, recitations, and orations, with special attention to delivery. The members not reciting act as critics, and a discussion of the merits and defects of the speaker follows each number. Occasionally an open session is announced, to which all students and teachers are invited. On such occasions the critical features are omitted, the programs being regarded as exhibitions of progress.

MASTERBUILDER CLUB.

This organization has been established for the benefit of students having special talent in any phase of Fine and Applied Art. Students become life members on entrance and remain such as long as advancement is shown by them. During the year lectures on practical application, and other topics in connection with arts and trades will be given by members of the Faculty and recognized educators.

THE STUDENT BODY.

This is an organization effected by the students themselves. Aside from its general purpose as a voice medium of the student body in their relation to other schools, it is a powerful adjunct to the Domestic organization in maintaining proper order and decorum. Its function as a disciplinary body grows naturally out of the conception that the best governed school is that which governs itself, just as the best governed individual is he who has perfect self-control. Its efficiency has been demonstrated on more than one occasion, when it has taken a definite stand with reference to questions of moral conduct, and in furthering the material interests of the University.

THE LITERARY SOCIETY.

This organization is primarily for the benefit of the classes in English, Elocution, and Literature, though membership is open to all students. The purpose is to cultivate the literary taste of its members, and to furnish opportunity for acquiring facility in public speaking. It is essentially a students' organization. The students preside over its meeting and, for the most part, furnish its programs.

THE MUSIC SOCIETY.

This is a society of the students in music, the purpose of which is to study classic selections. The society meets weekly for an hour's recital by the instructors and leading students in music. Admission to these recitals is free. During the past year the programs have been largely attended by the music-

loving people of Provo. Under the auspices of this society, concerts will be given on the second Wednesday evening of each month.

THE RIALTO.

This society was founded during the year 1903-4 by a number of the leading male students. It was clearly seen that opportunity for familiarity with vital economic, industrial, educational and political questions could not be had in organizations with miscellaneous programs and unrestricted membership. Students preparing to leave the institution for practical life, felt the need of ability to "give out" what they had so long been "taking in." They felt no less the want of technical knowledge of current events and living issues. So the Rialto was created in response to a living demand. Its organization is after the pattern of the U. S. Senate, and its members are regarded as representing the various states when national questions are at issue. The membership is restricted both as to number and sex, and the grounds of admission wholesomely exclusive. This society meets every week.

SCIENTIFIC SOCIETY.

The aim of this society is the general dissemination of knowledge. At its meetings, popular scientific lectures are delivered, papers read, and current scientific literature discussed.

SCHOOL EQUIPMENT.

LABORATORIES.

The Holt Laboratory of Physics.—This Laboratory is maintained by the Holt family, and is supplied with apparatus for

illustrating physical phenomena, and for determining the general laws of physics. The equipment for the department of Electrical Engineering includes experimental dynamos and motors, primary and secondary batteries, ammeters, galvanometers, volt-meters, resistance coils, and arc and incandescent lamps.

The Magleby Laboratory of Chemistry.—This Laboratory is maintained by the Magleby family. Ample facilities are here afforded for practical demonstrations of the theories taught in the class room. Apparatus have been provided for the elementary work, for qualitative and quantitative analysis—such as the technical examination and analysis of ores and minerals—and for special work in organic chemistry.

The Beckstead Laboratory of Mechanics.—This Laboratory was founded and is maintained by the Beckstead family. It is at present supplied with tools and machinery for the simpler branches of woodwork. It has already become a popular workshop of students and promises great results in mechanical training.

The Hinckley Laboratory of Natural Science.—This Laboratory was founded by the Hinckley family in 1902. It is equipped at present for work in elementary biological science.

The Agricultural Laboratory.—This laboratory is equipped with the necessary apparatus for the testing of soils and other experiments incident to the work in Agriculture.

LIBRARIES.

The General Library.—This consists of 7,865 bound volumes and about 7,350 pamphlets, maps, and charts. The books have been selected with care and with special reference to the needs of the school, and include works on general literature, science, art, physiology, pedagogy, antiquities, and history, as well as reports of the Bureau of Education, of the superintendents of schools in the different states of the Union, and of the government geological and geodetic surveys.

Library of the Class of '97.—This is a library of philosophical works founded by the class of '97, and comprises now 252 volumes. The aim is to place within reach of the students the best works in philosophy published in the English language.

The Maria Leland Library, founded by F. Warren Smith in honor of his maternal grandmother, contains 1,253 bound volumes and several hundred pamphlets. Among them are books in six different languages. Besides works on general subjects, there are the following works on science: *Jahresberichte für Chemie*, 78 volumes; *Berichte der Chemischen Gesellschaft zu Berlin*, 87 volumes; *Zeitschrift für Analytische Chemie*, 48 volumes; *Jahresberichte der Reinen Chemie*, 9 volumes; *Chemical Society of London*, 72 volumes. *American Chemical Journal*, 21 volumes.

Library of Class of '98.—This is a theological library; it has now about 720 volumes, and aims to supply the students with all of the Church works and the principal works of all denominations.

Library of Class of 1900.—A library of General Literature which has been catalogued since Feb. 1900, and has a collection of 215 volumes. The aim of the class is to collect, as far as possible, works of the best authors, both American and English.

Library of the Class of 1902.—This is an historical library. It was founded Jan. 8, 1900. It contains 383 works, including the *American Statesmen* series of 27 volumes, the *Famous Nation* series of 20 volumes, and the *Historians History of the World* of 25 volumes.

Library of the Class of 1903.—A scientific library, founded in Feb., 1900. It contains 452 volumes, treating on the three great branches of natural science,—geology, botany, and zoology.

Library of the Class of 1904.—A pedagogical library, founded in 1901 and comprises 200 volumes on psychology and theory of teaching.

Library of the Class of 1905.—This is a library of American Antiquities, founded in the year 1902 and forms the beginning of a collection which, it is hoped, will have a rapid growth. The class is working earnestly to that end.

Library of the Commercial Graduates.—A library of Economics and Sociology, founded during the year 1903. It is not to be the contribution of any one class, but of all the Commercial graduates hereafter; hence it is safe to predict for it a prosperous future.

Library of Magazines.—This is a collection of bound magazines which have been collected by the High School graduates of 1904. At present the number is 201.

Journals and Magazines Received during the year 1905-6:

Congressional Record, Official Gazette, Delineator, Success, Scientific American, American Review of Reviews, English Review of Reviews, Current Literature, Outlook, Health Culture, Literary Digest, American Primary Teacher, Kindergarten Review, Spectator, Der Stern, Journal of Geology, Journal of Geography, Young Woman's Journal, Improvement Era, Character Builder, The Etude, Moderator, Educational Review, Atlantic Monthly, The Century, Juvenile Instructor, Educational Foundations, Craftsman, House Beautiful, Elders' Journal, Public Opinion, Normal Instructor, Teachers' Magazine, Little Folks' Normal Instructor, Our Times, The Living Age, Popular Educator, The American Fertilizer.

Besides the above magazines and journals, the Salt Lake Papers, the country papers throughout Utah and many papers of the adjoining states are at the disposal of the students.

MUSEUM.

The Museum is rapidly becoming an important feature in the department of Natural Science. Among the notable exhibits is a collection of 1,200 birds from Mexico, Central America, and South America, made by the exploring expedition. There are also collections in Mineralogy, Geology, and Physical Geography which are constantly being increased. Friends, patrons,

and students of the institution are respectfully invited to make such donations and contributions to this department as their kindness and ability will suggest. A record of such contributions will be kept in the archives of the University, and will be open for inspection at any time. In sending specimens state the name of the donor, the place where the specimen was found, and add such other facts as will be of interest to the student.

GYMNASIUM.

The University is provided with a well equipped gymnasium. Separate classes are conducted for young men and young women, respectively, each under a well trained instructor.

THE CAMPUS.

Opportunities for sports and contests are amply provided in the University athletic field, on Temple hill, a quarter of a mile to the north-east. This splendid campus was the gift of the students of 1903-1904 and constitutes a fitting monument to their patriotism and loyalty. Through the efforts of the student body the field has been enclosed, an excellent track made and a suitable grand stand erected.

THEOLOGICAL ORGANIZATION.

THE WORK IN THEOLOGY.

The courses in Theology form a continuous chain, beginning with the Preparatory school, continuing through the High school, and ending in the College. The exercises and principles set forth are based on the doctrines and ordinances authorized and taught by the Church of Jesus Christ of Latter-day Saints. The courses are so arranged that they may be progressively pursued.

Testimony meetings are important factors of the theolog-

ical instructions. These are held monthly and serve an admirable purpose in cultivating a testimony of the Gospel and affording practice in public speaking.

In the Sunday Theological School, which meets every Sunday morning, normal courses are offered in Sunday school, Mutual Improvement, Primary association, Kindergarten, and Religion class work; also a course for missionaries.

The remark is often made both by strangers and students that a hallowed influence prevails in the institution. This must be attributed to the spirit of the Gospel developed as a result of the theological and moral teachings imparted daily.

DOMESTIC ORGANIZATION.

The disciplinary part of the University is placed as much as possible in the hands of the students, with a view to developing in them the power of self-government. Obedience to the necessary rules and regulations is enjoined upon all, both in and out of school; but students are taught to yield obedience from a sense of honor. As soon as a student demonstrates his inability to govern and control himself, he is labored with by the Domestic officers (leading students) and by the Faculty. If he persists in disobedience, and shows a lack of proper self-control, he is suspended or expelled at the discretion of the authorities.

The Domestic organization is the disciplinary part of the University in and out of school. A Senior is appointed over each boarding place, whose duty it is to see that everything in that boarding place is in order; and should there be disorder and confusion, it is his duty to report immediately to the proper authorities. The duty of the Domestic officers is to see that students are properly cared for, have proper facilities for study, and are pursuing with diligence and profit their respective studies; also that proper hours are kept, and no evil tolerated among the student body.

Students from a certain definite area—say a stake, or, where the number in attendance are fewer, a number of stakes—are organized into a Stake association, and presided over by a president and two counselors chosen from among the students of the stake. By this adjustment a very strong disciplinary influence

is brought to bear upon the wayward, through local community pride in good behavior; moreover, the active co-operation of the stake ecclesiastical authorities is also secured thereby—especially when it becomes apparent that their young people are being directly trained for active duties in the ward organizations at home.

RULES AND REGULATIONS.

It is assumed that students will conduct themselves, under all circumstances, as ladies and gentlemen, and that they have entered school for the sole purpose of getting an education. If students justify these assumptions by their conduct; if they pursue their studies with diligence; and if they show that they have come for the express purpose of getting an education,—they will find everything in the organization of the University to help them. The following rules and regulations are intended merely as a guide, not as a complete code.

1.—All students are subject to the rules and regulations of the University both in and out of school.

2.—Profanity and obscenity in any form are strictly forbidden.

3.—The use of strong drink and tobacco is not allowed.

4.—Students are not permitted to attend public parties. It is recommended that they confine their amusements to those offered by the University.

5.—Irregularity in habits, keeping late hours, having improper associates, and visiting places of questionable repute, will not be tolerated.

6.—All students are expected to be diligent in their studies and regular in attendance at exercises and classes.

7.—Where two or more students reside in one house, one of them will be appointed Senior.

8.—No student can honorably discontinue attendance, except at the close of the semester, without obtaining from the President an honorable release.

9.—In case of injudicious expenditure of means, any student may be called to account by the President.

10.—Persons having complaints against students should report the same while such students are in attendance.

11.—Students will be held responsible for the cost of any damage done by them to the property of the institution.

12.—Violation of any of the rules of the University lays the offender liable to suspension or expulsion.

FEES AND EXPENSES.

To students entering the College from the University Secondary schools, the only charge will be an annual expense fee of \$5.00, a library fee of \$1.00, and a medical examination fee of 50 cents. To others, there will be an additional charge during the first year of \$20.00 for a life membership certificate.

A life membership certificate to any of the secondary schools, except the Commercial school, costs \$20.00. This entitles the student to as many years' instruction as he desires with no other cost than an annual expense fee of \$5.00, a library fee of \$1.00 and a medical examination fee of 50 cents. Students not taking out life membership certificates will be charged at the rate of \$6.00 a semester for each five hour course, or \$1.25 per week for a full course.

Students may enter the Commercial school by paying an annual expense fee of \$30.00, a library fee of \$1.00 and a medical examination fee of 50 cents; or students may obtain life membership certificates to the Commercial school by paying \$30.00, and the only additional charges will be an annual expense fee of \$15.00 a library fee of \$1.00 and a medical examination fee of 50 cents.

To enter the Preparatory School there is an annual expense fee of \$15.00, or \$10.00 a semester, and a library fee of \$1.00 and medical examination fee of 50 cents.

Pupils entering the Training School will be charged an annual fee of \$2.00, and a medical examination fee of 50 cents.

Fees for Special courses:

General Nursing, \$25.00 per year, or \$15.00 per semester.

Obstetrics, \$35.00 per year, or \$20.00 a semester. (Regular students of the University may take these courses at half price.)

Book-keeping, \$12.00 per semester.

Shorthand, \$10.00 a semester

Typewriting, \$10.00 a semester.

Shorthand and Typewriting \$15.00 a semester. (Regular students from other divisions of the University may take these at half price.)

Laboratory Fees for each semester:

General Chemistry	\$3.00
Quantitative Analysis	4.00
Qualitative Analysis	5.00
Assaying	5.00
Physics	2.00
Woodwork	1.00 to 2.50
Iron Work	5.00
Botany	2.00
Zoology	2.00
Studio Work	1.00
Design	1.00
Draughting	2.00
Dressmaking .....	.50
Domestic Art .....	.50
Domestic Science	2.50
Manual Training	1.00
Gymnasium	1.00
Painting	2.00

Graduation Fees:

Certificates	1.00
Diplomas	5.00
Degrees	10.00
Board and Lodging: \$3.00 to \$4.00 per week.	

The College.

PREREQUISITES FOR ADMISSION.

Students are either regular or special.

1. Candidates are admitted as regular students upon the basis of four years' scholastic work of high school grade. Candidates for the degree of Bachelor of Pedagogy are admitted without examination on presentation of our Normal diploma or its equivalent. Candidates for the degree of Bachelor of Science are admitted without examination on presentation of our High school diploma. Candidates having no diploma must pass an examination in a sufficient number of the entrance subjects to make 120 units of credit. (A unit of credit represents one hour's recitation a week for one semester).

2. Candidates who are at least 18 years of age and who show ability to pursue special work are admitted as special students on recommendation of the professor of a department. Any special student may be enrolled as a regular student on fulfillment of the prerequisites for admission.

ADMISSION BY EXAMINATION.

Candidates for the B. Pd., must offer numbers 1, 2, 3, 4, 5, 17, 19, 20, 21, and 57 additional units of credit to be selected from the entrance subjects.

Candidates for the B. S., must offer numbers 1, 2, 4, 5, and 90 additional units to be selected from the entrance subjects.

OUTLINE OF ENTRANCE SUBJECTS.

1. **English Grammar.**—Any good text book of high school grade. (5 credits).

2. **Rhetoric.**—The ability to write a short composition

practically free from mistakes in spelling, punctuation, sentence structure, and paragraphing; and a knowledge of the subject matter in Genung's "Outlines," or an equivalent. (10 credits).

3. **English Literature.**—Familiarity with five English or five American classics, including their historical setting, according to Halleck's "English Literature," or an equivalent (5 credits).

4. **Algebra.**—Work equivalent to that covered by Taylor's "Elements of Algebra," to and including quadratic equations will be required. (10 credits).

5. **Plane Geometry.**—Applicant must be able to prove the ordinary proportions of plane geometry and show ability to work practical problems. Well's "Essentials of Plane Geometry." (5 credits.)

6. **Solid Geometry.**—Phillips and Fisher's "Geometry of Space," will give an idea of what is required. (3 credits).

7. **Higher Algebra.**—Work equivalent to that covered by Taylor's "Elements of Algebra," from quadratic equations on. (4 credits).

8. **Trigonometry.**—Phillips and Strong's "Elements of Trigonometry," covers what is required. (3 credits).

9. **Mineralogy.**—Dana's "Minerals and How to study Them," or an equivalent. Applicant must also present first-hand notes of his determinations of ten minerals. (3 credits).

10. **Physics.**—Any good text book of high school grade. Also present records of laboratory work. (5 credits).

11. **Chemistry.**—Remsen's "General Chemistry," (Briefer Course), or an equivalent. Candidates must in addition present notes of his experiments. (5 credits).

12. **Geology.**—Brigham's "Text Book of Geology," or its equivalent. (5 credits).

13. **Botany.**—A general knowledge of the essential facts of vegetable morphology and physiology and an acquaintance with the characteristics of the principal orders of plants. Bergen's "Foundations of Botany," or an equivalent. (5 credits).

14. **Zoology.**—Kingsley's "Comparative Zoology," or an equivalent. (5 credits).

15. **Biology.**—Study and laboratory work two hours a week throughout the year, or five hours for one semester. Present notes or records. (5 credits).

16. **Physiology.**—The equivalent of Martin's "Human Body." In addition present notes of experiments and observations with the microscope. (5 credits).

17. **Physiography.**—Davis' "Physical Geography," or an equivalent. Also submit original note-book as record of observations made by the applicant. (5 credits).

18. **Astronomy.**—Young's "Manual of Astronomy," or an equivalent. (5 credits).

19. **Psychology.**—Halleck's "Psychology and Psychic Culture," or an equivalent. (5 credits).

20. **Pedagogy.**—History of the growth of educational systems, modern educational ideals, and their practical application. The pedagogy and psychology of the public school curriculum. School management, plans and programs of study. Seeley's "History of Education," White's "School Management," Hughe's "Mistakes in Teaching," are recommended. (10 credits).

21. **Training.**—Practical experience in teaching in all the grades under the supervision of a trainer. Four hours a week throughout the year. (8 credits).

22. **Freehand Drawing.**—Familiarity with the technical principles of drawing. Ability to draw from nature the corner of a room, or simple objects in a room. Visual sensitiveness

to curves and proportions. Translation of colors into light and shade. (4 credits).

23. **Mechanical Drawing.**—Practice on line-work, lettering, tool and machine drawing, and tracing. Present some work done, duly certified by teacher. (4 credits).

24. **American History.**—Channing's "Student History of the United States," McLaughlin's "History of the American Nation," or equivalents. (6 credits).

25. **Mediaeval and Modern History.**—Robinson's "History of Western Europe," Meyer's "Mediaeval and Modern History," or equivalents. (5 credits).

26. **Ancient History.**—Meyer's or West's "Ancient History," or equivalents. (5 credits).

27. **English History.**—Coman and Kendall's "History of England," or an equivalent. Note books must be presented in all history subjects. (5 credits).

28. **German.**—(a) Elementary. A one year's course four times a week. Any good first year high school grammar. Ability to decline and conjugate correctly, also to read easy prose. Three hundred pages of reading required. (8 credits).

(b) Intermediate. A year's course the same as (a). Composition and sentence structure. Ability to translate easy prose at sight. A knowledge of the tenses and moods. Six hundred pages of reading required. (8 credits).

29. **French.**—(a) Elementary. Work in French equivalent to the requirements in German. (8 credits).

(b) Advanced. A thorough knowledge of modern French syntax. Six hundred pages of reading required. (8 credits).

30. **Spanish.**—(a) Elementary Loiseaux's Spanish grammar, or equivalent. Reading of three hundred pages of text in addition to the grammar. (8 credits).

(b) Intermediate. Study of Spanish classics. Six hundred pages of reading required. (8 credits).

31. **Latin.**—(a) Elementary. Bennett's "Latin Lessons," or some equivalent. (10 credits).

(b) Intermediate. Four books of Caesar's Gallic War. (10 credits).

32. **Woodwork.**—Four hours a week practice throughout the year. Sickel's "Exercises in Woodmaking," is recommended. (4 credits).

33. **Domestic Art.**—Work equivalent to that of courses A and B in the School of Arts and Trades. (4 credits).

34. **Domestic Science.**—Work equivalent to that of courses A and B in the School of Arts and Trades. (4 credits).

GRADUATION.

Students who have successfully completed the courses prescribed for College graduation will, upon recommendation of the President and two-thirds of the members of the College Faculty, receive from the Board of Trustees the degree to which their courses lead. These degrees will not be conferred for faithful labor alone. Candidates must show ability to conduct independent investigation; to which end a thesis of not fewer than three thousand words, on a subject chosen from their major courses and approved by the President, must be written and submitted to the Faculty. Theology is a required study during each semester of attendance.

Two courses are offered in the College leading to degrees. First, a course in Pedagogy leading to the degree of Bachelor of Pedagogy (B.Pd.). Second, a course in Science and collateral branches leading to the degree of Bachelor of Science (B.S.).

To obtain the recommendation of the Faculty for either degree, the student must have one hundred and two hours' credit, twenty hours of which must be elected from some one department, the remainder to be elected from collateral courses by the advice and suggestion of a member of the Faculty appointed as special advisory teacher of such student.

DEPARTMENT OF THEOLOGY.

President Brimhall.

Professor Keeler.

Professor Nelson.

Professor Osmond.

1. **Principles of the Gospel.**—Considered philosophically. Theology, the Science of God, His being, His attributes, and His works. Lectures, discussions, essays, individual readings, and researches. Three hours, first semester.

2. **Principles of the Gospel.**—Philosophy underlying the Gospel ordinances and the general organization of the Church. Comparison of the doctrines of the Church of Jesus Christ of Latter-day Saints with those of other denominations. Three hours, second semester.

3. **Church Government.**—This subject will be treated under the following topics: Sovereignty, government; kinds of government; church and kingdom of God; stake and ward divisions; source of authority; powers of government; the Holy Priesthood; appointments or nominations; the ranking of office. Three hours, first semester.

4. **Church Government.**—Continuation of 3 under the following topics: Election of the First Presidency; election of President Joseph Smith and counselors, Brigham Young, John Taylor, Wilford Woodruff, Lorenzo Snow, and Joseph F. Smith; council of quorum of the First Presidency; the Twelve Apostles; the Seventy; the presiding Patriarch; the presiding Bishopric; courts and councils of justice—(a) the ward bishop's court, (b) the stake high council, (c) the presiding bishop's court, (d) high council of High Priests abroad, (e) traveling high council of the Twelve Apostles, and (f) the council of the First

Presidency; stake councils, quorums, and conferences; and the auxiliary organizations. Three hours, second semester.

5. **Seminary Work.**—Three hours, first semester.

6. **Seminary Work.**—Three hours, second semester.

DEPARTMENT OF ENGLISH.

Professor Osmond.

Assistant Professor Reynolds.

Assistant Professor Cluff.

1. **Advanced Rhetoric.**—This course is the same as English G of the High school and is here offered for students who have not taken the higher work in rhetoric. The course deals with the rhetorical principles of invention, exposition, and argumentation. Special attention is given to original composition, and individual criticism of themes. Text-book, Genung's "Working Principles of Rhetoric." Two hours, first semester.

2. **Advanced Rhetoric.**—Continuation of course 1. Two hours, second semester.

3. **History of English Literature.**—The course is the same as English E of the High school, and is here offered for College students who have not taken it in that department. The course is devoted to a study of the history and development of English literature. Periods will be set, at regular intervals, for the discussion of reading given as collateral work. Themes on topics relating to the work will be assigned. Text-book, Halleck's "English Literature." English C and D of the High school are required. Three hours, first semester.

4. **English Literature.**—This course is a continuation of

English 3. Same texts and methods. Three hours, second semester.

5. **Oratory.**—The study and delivery of famous orations. Technique of speech and delivery. Criticism of original orations and extemporaneous speaking. Three hours, first semester.

6. **Oratory.**—Continuation of 5. Three hours, second semester.

7. **English Literature 1750-1800.**—Intensive studies in Wordsworth, Coleridge, Shelley, and others. Interpretive lectures. Weekly papers on assigned readings. Three hours, first semester.

8. **English Literature from 1750-1800.**—Continuation of 7. Three hours, second semester.

9. **Milton.**—Milton's minor poems and several books of *Paradise Lost* are carefully studied. English 1 and 2 required. Two hours first semester.

10. **Bacon.**—A study of Bacon's *Essays*. English 1 and 2 required. Two hours, second semester.

11. **Shakespeare.**—In this course five or six of the great plays of Shakespeare are read in class. Special attention is given to the interpretation of difficult passages. While the primary purpose of the course is to make the student familiar with Shakespeare, it is believed that a compliance with its prescribed requirements involves the ability to understand and appreciate Elizabethan literature in general. The course is so arranged that it may be taken in two successive years. Requirements, English 1 and 2. Three hours, first and second semesters.

12. **Shakespeare.**—Continuation of course 6. Three hours, second semester.

13. **Shakespeare.**—Continuation of 12. Three hours, first semester.

14. **Shakespeare.**—Continuation of 13. Three hours, second semester.

15. **Chaucer.**—In this course many of the Canterbury Tales are read in class. The student is carefully drilled in Chaucer's pronunciation, and special attention is given to the interpretation of the text. Requirements, English 1 and 2. Two hours a week, first semester.

16. **Chaucer.**—Continuation of course 8. Two hours, second semester.

DEPARTMENT OF FOREIGN LANGUAGES.

Professor Andelin.

GERMAN.

1. **German Composition.**—Drill in writing stories, anecdotes, etc., from memory. Reading of texts from Baumbach, Seidel, and Helene Stoekl. The object in these courses in German is to make the students familiar with the spirit and genius of the language. Five hours, first semester.

2. **German Composition.**—Composition work continued. Reading and translation of German classics. Five hours, second semester.

3. **German Literature.**—Bernhardt's "Litteratus Geschichte," studied in connection with reading masterpieces of principal authors. Comparison of style and diction. Five hours, first semester.

4. **German Classics.**—Reading of Goethe's *Meisterwerke*. Original composition and critical grammar. Five hours, second semester.

DEPARTMENT OF ENGINEERING.

Professor Ward.
Professor Partridge.
Professor Snow.
Assistant Professor Jarvis.
Instructor Campbell.

WOODWORK.

1. **Advanced Woodwork.**—Harmony and proportion, plain stair-building, and a general line of practical exercises with instruction in the construction and finishing of high-grade cabinet work. Eight hours practice each week required. Credit and hours arranged with instructor. Course C of the High school required. First and second semesters.

2. **Advanced Woodwork.**—Theory of building from drawings with practical illustration in roof-building, in plain and complicated forms, and a general line of carpenter work. Eight hours practice each week required. Hours of credit and work arranged with instructor. Required, Architectural Drawing before completing the course. First and second semesters.

DRAUGHTING.

1. **Descriptive Geometry.**—Problems relating to the point, line, and plane. Surfaces of revolution. Intersection and development of solids. Shades and shadows. Three hours' recitation and two hours' drawing. Required, Geometry C, Draughting B, and, preferably, Mathematics 1. Five hours, second semester.

2. **Architectural Drawing.**—Study of the ancient and modern styles of architecture. Principles of perspective. Four hours, second semester.

3. **Architectural Drawing.**—Continuation of 4. Invention of design. Drawing of fences, outbuildings, plans of grounds, stores, bridges, dwellings, etc. Four hours, second semester.

4. **Machine Design.**—Detail of parts of machines drawn to scale. Designing simple parts of machines.

5. **Machine Design.**—Students will design machines complete. Drawings will be made of all details, care being used to make them as they would be made where actual building follows the designing.

SURVEYING.

1. **Chain Surveying.**—Methods of triangulation, ranging outlines, overcoming obstacles, and mapping and plotting from data furnished by field work. The latter half of the semester is devoted to the use and care of instruments, and to the elements of topographical drawing. Methods of determining areas, recording field-notes, and establishing fixed lines. Trigonometry is required. Five hours, first semester.

2. **Plain Surveying.**—Laying out and dividing land. Plane table surveying, government surveying, city surveying, legal aspect of government surveying, and leveling. The latter half of the semester is devoted to practical field work. Surveying is required. Five hours, second semester.

3. **Railroad Surveying.**—Survey, location, and construction of railroads. The work will consist of operations in the field, plotting field-notes, and making finished drawings of the field operations. Three hours, second semester.

4. **Topographical Surveying.**—Transit and stadia. Plane table, field-work, and drawing. Three hours, second semester.

5. **Hydraulics.**—Water measurements. Dams and reservoirs, flow of water in pipes and conduits, water wheels and water power in general, pumps and pumping. Text, Merriman's "Hydraulics." Three hours, second semester.

ELECTRICAL ENGINEERING.

1. **Direct Current Electrical Machinery.**—Generators, motors, and boosters. During the semester, some laboratory work will be done and a machine constructed. Requirements, Physics 5, Integral Calculus, Draughting, and Woodwork. Five hours, first semester.

2. **Alternating Currents.**—The alternator, transformer, single-phase and poly-phase currents. Requirements, course 1 and draughting. Five hours, second semester.

DEPARTMENT OF MATHEMATICS.

Professor Partridge.

Professor Ward.

Assistant Professor Jarvis.

Instructor Partridge.

1. **Advanced Algebra.**—Three hours, first semester.

2. **Analytic Geometry.**—Relations between equations and their loci. Construction of the straight line, transformation of co-ordinates, the circle, parabola, ellipse, hyperbola, equation of the second degree, higher plane curves, and an introduction to solid analytics. Required, Trigonometry 1. Tanner and Allen's text-book will be used. Five hours, second semester.

3. **Differential Calculus.** —Differentiation of elementary forms, expansion of functions, maxima and minima, tangents and normals, asymptotes, contract and curvature, curve tracing.

Required, Mathematics 1. McMahon and Snyder's "Differential Calculus," will be used as a text. Five hours, first semester.

4. **Integral Calculus.**—Relation between differentiation and integration, methods of integration, geometrical applications in finding areas, lengths of curves, volumes of solids, and an introduction to ordinary differential equations. Required, Mathematics 1. Murray's "Integral Calculus" will be used as a text. Five hours, second semester.

5. **Quaternions.**—An elementary course as given in Hardy's "Elements of Quaternions." Three hours.

6. **Theory of Equations.**—An advanced course, with Burnside and Panton's "Theory of Equations" used as a text. Required, Mathematics 4. Five hours.

7. **Differential Equations.**—An elementary course in ordinary and partial differential equation. Murray's "Differential Equations" will be used as a text. Required, Mathematics 3, and preferably Mathematics 4. Five hours.

8. **Solid Analytic Geometry.**—Aldis' "Solid Geometry" used as a text. Required Mathematics 4. Five hours.

9. **Projective Geometry.**—Covers the work included in Cremona's "Projective Geometry." Required, Mathematics 4. Three hours, first and second semesters.

10. **Theory of Functions.**—Harkness and Morley's "Introduction to Analytic Functions." Five hours.

11. **Statics.**—Composition and resolution of forces, moments, couples, conditions for equilibrium, center of gravity, machines, friction work. Required, Mathematics 4. Five hours, first semester.

12. **Dynamics.**—Velocity, acceleration, motion under gravity, the laws of motion, impulse, work, energy, projectiles, col-

lision of elastic bodies, the hodograph and normal accelerations. Required, Physics 7 and Mathematics 4. Loney's Statics and Dynamics will be used as a text. Five hours, second semester.

DEPARTMENT OF NATURAL SCIENCE.

Professor Hinckley.

Professor Homer.

GEOLOGY AND MINERALOGY.

1. **Physical Geology.**—An advanced course in dynamical and structural geology designed to meet the requirements of civil engineers, contractors, builders, etc. Three hours, first semester.

2. **Lithology.**—A consideration of the common rocks, their physical qualities, mineral constituents, and geographical distribution. Two hours, first semester.

3. **Geological Biology.**—This course is open to all students who have completed Geology B of the High school or an equivalent. It is an introduction to Palaeontology. The course consists of lectures, readings, laboratory and field work. Special attention is given to the study of fossil forms, their life-history, and the evolution of our earth and its organisms. Text-books, Williams' "Geological Biology." Botany A of the High school is required. Three hours, second semester.

4. **Economical Geology.**—Students entering this course may pursue one of three lines: 1st. Geology as applied to rock forming minerals, materials of construction, building stones, clays, cements, etc. 2nd. Mining Geology—the nature and origin of metalliferous deposits with special reference to the ore deposits of Utah. 3rd. The relation of geology to agriculture, the nature and origin of soils, natural fertilizers, ground water, conservation of water in soils, and water supplies. Three hours' credit.

5. **Mineralogy.**—Elementary Crystallography and Physical Mineralogy. Two hours, first semester.

6. **Blowpipe Analysis.**—Two hours, second semester. The courses in Mineralogy are open to students who have completed Geology A and Chemistry A of the High school.

7. A Field and Reading Club will be organized for the purpose of investigating geographical and geological problems of Utah. Meetings are held twice a month at which papers will be read and reports on topics discussed.

ASTRONOMY.

1. **General Astronomy.**—This course will be a discussion of the general truths of astronomy with simple demonstrations. Occasional experiments will be performed by the students. Requirements: (1) High school Physics. (2) Geometry and Trigonometry. Young's "Manual of Astronomy." Two hours, first semester.

2. **General Astronomy.**—A continuation of course 1. In addition the students will be expected to locate and map out the principal constellations of stars seen in the northern heavens. Course 1 required. Two hours second semester.

DEPARTMENT OF PHYSICAL SCIENCE.

Professor Maw.
Professor Snow.

CHEMISTRY.

1. **Qualitative Analysis.**—Chiefly laboratory work. The purpose of this course is to train the student to do intelligent analytical work and to enable him to analyze any mixture con-

taining common inorganic compounds. Medicus' "Qualitative Analysis" will be used. Five hours, first or second semester.

2. **Quantitative Analysis.**—Training in manipulation in gravi-metric and volumetric methods. Talbot's "Quantitative Analysis." Five hours, first or second semester.

3. **Mineral Analysis.**—Systematic analysis of representative minerals. Frenius' "Quantitative Analysis," and Cairns' "Quantitative Analysis" will be used as references. Five hours, first or second semester.

4. **Wet Assaying.**—It is the aim of the course to give a thorough training in practical methods of wet assaying. A large number of checked samples will be analyzed. Furman's "Practical Assaying." Four hours, first or second semester.

5. **Assaying.**—Open to students who have completed course 2. Three hours, second semester.

6. **Organic Chemistry.**—Lectures and recitations three hours a week; laboratory work, six hours a week. The course will take up thoroughly the simpler organic compounds, investigating the chemical behavior, the characteristic reactions and relationship of the different classes of organic compounds. The laboratory work consists in the preparation of the typical carbon compounds. This course will be given if a sufficient number of students apply. Four hours, first or second semester.

PHYSICS.

1. **Mechanics.**—An elementary treatment of statics and dynamics. Requirements Physics A and Plane Trigonometry. Three hours, first semester.

2. **Sound.**—Analytical treatment of vibrations, waves, and music. Two hours, first semester.

3. **Heat.**—Thermometry, calorimetry, heat transmission and the laws of Thermodynamics. Three hours, second semester.

4. **Light.**—Theory and Experiment. Verification of wave theory, measurement of wavelength, interference and diffraction, polarization and double-refraction. Three hours, second semester.

5. **Electricity and Magnetism.**—A series of electrical measurements, potential drop, e. m. f. of cells, resistances, capacities, and problems in networks of steady currents. Five hours, first semester.

6. **Introduction to Electrical Theory.**—Electrostatics, Electrokinematics and Electro-magnetism. Potential of electric and magnetic force. Requirements, Course 5 and Integral Calculus. Five hours, second semester.

[7. **Electricity and Magnetism.**—A discussion of Maxwell's theory of the electric displacement, the explanation of electric and magnetic force by means of stresses in a medium, Maxwell's application of Lagrange's dynamical equations to any system of electric currents, deducing the laws of electromagnetic induction on the assumption that it is a mechanical system with unknown connections. Lectures, problems and written exercises. Requirements, course 6 and Calculus. Three hours a week throughout the year. (Not given in 1906)]

[8. **Introduction to Mathematical Physics.**—The mathematical treatment of vibrations, Temperature, Potential and Conduction problems by means of Fourier's Series and Harmonic Analysis. Lectures, problems and written exercises. Requirements, differential and integral calculus and elementary knowledge of physics. Three hours a week throughout the year. (Not given in 1906)]

DEPARTMENT OF HISTORY AND SOCIAL SCIENCE.

Professor Swenson.

HISTORY.

1. **The French Revolution.**—A study of the causes, and the constitutional and social experiments. Five hours, first semester.

2. **United States History.**—The period from 1817 to 1860. Considers the political tendencies and constitutional questions of the period.

3. **Corporate Industry.**—A study of the history, organization, and economic functions of corporations with emphasis on their relation to our present social order and the problems they present. Two hours, first semester.

4. **Corporate Industry.**—Continuation of 3. Two hours, second semester.

SOCIOLOGY.

1. **Elementary Sociology.**—Deals with the origin, natural history and anatomy of a society. Three hours, first semester.

2. **Elementary Sociology.**—Social Psychology and Pathology. Topics and assigned reading. "Small and Vincent" Introduction to the study of Sociology. Three hours, second semester.

DEPARTMENT OF EDUCATION.

President Brimhall.

Professor Brown.

Director Larson.

PEDAGOGICS.

1. **History of Pedagogy.**—Lectures and reading of pedagogical literature. Brief outline of education among oriental nations. Principles of Pedagogy down to the Reformation. Text books: Compayre's "History of Pedagogy." Students are required to prepare and present four essays on special topics. Requirements, History C and D. (See High school.) Three hours, first semester.

2. **History of Pedagogy.**—Taking up in detail the theories and practices from the Reformation down to the present time. Educational systems of France, Germany, England, United States, and Utah. Each student will be required to write and deliver a lecture on some leading topic of this course. Requirements, Pedagogics 1. Three hours, second semester.

3. **Philosophy of Education.**—This is an advanced course in Pedagogics. Designed for those who are pursuing special studies in education. Lectures, supplemented by reading Rosenkranz, Tate, and Spencer. Two hours, first semester.

4. **Philosophy of Education.**—Continuation of 3. Lectures, discussions, and essays, Texts: Herbart's "Science of Education," Hinsdale's "Art of Study." Lessons from Kellogg's "Educational Foundations." Two hours, second semester.

5. **School Supervision.**—The art of grading and arranging courses of study. Examination of teachers. Teachers' institutes. Educational economy. School laws. Lectures, discussions, and essays, supplemented with readings from reports of the Educational Bureau, the N. E. A., and current magazines. Four hours, first and second semesters.

6. **Advanced Training.**—This course is to prepare principals and high school teachers. Educational value of subjects of high school grade. Examination of text books. Psychological study of students by observation and comparison. Special practice work in related subjects. Four hours, first and second semesters.

PSYCHOLOGY.

1. **Advanced.**—This course will be a discussion of the physiological psychology as brought forth in modern research. Lectures and reports of supplementary readings. References will be had to James, Stout, Ladd, Ribot, Jas. M. Baldwin, and Romanes. Psychology A is required. Four hours, first semester.

2. **Advanced.**—Continuation of course 1. Four hours, second semester.

3. **Comparative Psychology.**—Open to those who have completed courses 1 and 2. Three hours, first semester.

DEPARTMENT OF PHILOSOPHY.

Professor Nelson.

1. **History of Philosophy.**—Ancient and Mediaeval thinkers, including a brief review of oriental philosophy. Text: "A Students' History of Philosophy" by Arthur K. Rogers, first half. Two hours, first semester.

2. **History of Philosophy.**—Modern thinkers, beginning with Francis Bacon and closing with Herbert Spencer, including an examination of the Philosophy of Mormonism. Text: "A Student's History of Philosophy," by Arthur K. Rogers. Two hours, second semester.

DEPARTMENT OF AGRICULTURE.

Professor Widtsoe.

Professor Merrill.

Professor Homer.

1. **Agricultural Chemistry.**—This is a subject of fundamental importance to all students of agriculture, and of general interest to all students of science. It deals with the chemistry of soils, plants, and animals, and shows the relation of these great divisions of nature to each other. A laboratory has recently been fitted up in which laboratory work in the subject will be given. There are three lecture periods weekly. The laboratory work may be arranged with the instructors according to the time and special purposes of the students. Three hours credit, with additional credit for the laboratory work.

2. **Agricultural Chemistry.**—Continuation of Agriculture 1.

3. **Animal Nutrition.**—This course is essentially a consideration of animal physiology with especial reference to the relation of the animal to food. Much light has been thrown on this subject during the last few years, by able investigators in this and other countries. These late experiments will be examined and discussed in detail. This course, also, while of general interest to students of science, is of especial importance to those whose life work may concern itself with any branch of agriculture. Three hours credit, with additional credit for laboratory work.

4. **Animal Nutrition.**—Continuation of Agriculture 3.

5. **Methods of Soil Investigation.**—This course will deal primarily with examination and application of modern methods of soil investigations. Emphasis will be laid upon the modern methods of soil surveying for agricultural purposes. Laboratory practice will be given in the most approved chemical, physical, and biological methods of soil analysis. The class

will meet three times a week and laboratory work will require at least six hours per week. Five hours credit.

6. **Methods of Soil Investigation.**—Continuation of agriculture 5.

7. **Plant Breeding.**—The subject of plant breeding has become one of the most important subjects in the science of agriculture. The adaptation of plants to their environment and the production of new plants, meeting the particular needs of man promise to take a leading part in the progress of the world. This course will deal with the study of the methods by which the characteristics of plants may be controlled. The work will be largely a study of the work of the leading investigators in this department of knowledge. As far as time will permit, laboratory work will be undertaken. Three times a week, with laboratory work as desired. Three hours credit.

8. **Plant Breeding.**—Continuation of agriculture 7.

DEPARTMENT OF FINE ART.

Professor Eastmond.

Assistant Professor Aretta Young.

Instructor Barrett.

PICTORIAL ART.

1. **Cast and Life Drawing.**—Application of the principles of composition, line, contrast, light and dark, light and shade, etc. Study of texture rendering, mediums, etc. Two hours, first and second semesters.

2. **Illustration and Composition.**—Study of reproduction processes, mediums, etc. Two hours second semester.

3. **Painting in Various Mediums.**—Portraiture, landscape, and figure painting. General harmony. Two hours, first semester.

4. **Classic Painting and Illustration.**—Processes of transferring from drawings and objective studies to the canvas. Pictorial painting applied to decoration. Two hours, second semester.

Secondary Schools.

NORMAL SCHOOL.

The Normal School provides for the technical and professional preparation of teachers for public schools and high schools. During the fourth and fifth years the college department of the University is open to the normal students, and most of the courses are taught by college professors. The Church Normal Training School, which is established in connection with the University, furnishes an opportunity for the normal students to make practical application of the principles of education, methods of teaching, and school government. Practical school room work in all the grades of the public schools is given to the students in training under professional teachers.

Students who wish to specialize in any subject and prepare themselves for supervisors will be assigned additional work under special teachers. When they have completed the required work in the special subjects, it will be designated on their diplomas.

KINDERGARTEN DEPARTMENT.

Connected with the Training School is a Kindergarten department for the preparation of Kindergarten teachers. Students who complete the work in this department in connection with their training will receive a Kindergarten Normal Diploma. Besides the professional preparation of teachers it is the aim of this department to give special training to women who have the care of children, and to others who wish to be aided by the

thorough discipline and increased insight which the study of the Kindergarten system gives. The department gladly extends help to primary teachers, mothers, and other persons in the education of children.

The methods pursued lead to a harmonious development of the three-fold nature of the child; viz., the physical, the mental, and the spiritual. Universal truths, truths of love, beauty, kindness, unselfishness, honor, work, and respect for the rights of others are taught the child through play.

Those in training not only learn to lead the child to find and practice these truths, but are led to apply them in their own lives. Primary teachers will find the Kindergarten course especially helpful, because it leads them to the psychological study of children and teaches them the application of universal principles of life and work. To the Sunday school teacher this training is invaluable. Froebel himself says: "My system of education is based on religion and must therefore lead up to religion."

ENTRANCE REQUIREMENTS.

Applicants for admission to the Normal school must be at least fourteen years of age, and when not admitted on certificate, must pass examination in the following branches:

Arithmetic.—Fundamental principles; simple numbers; fractions (compound and decimal); percentage and interest. Werner's III Book in Arithmetic, or an equivalent.

Grammar.—Parts of speech, their uses and relations in connected discourse. Ability to analyze simple, complex, and compound sentences. A short composition may be required.

Geography.—Position, boundary, coast lines, and chief ranges and rivers of grand divisions; principal cities of the world and the geography of the United States. "Natural Advanced Geography," or an equivalent.

Reading.—Ability to read intelligently ordinary prose.

Spelling and Punctuation.—Ability to spell common English words and punctuate the simpler forms of sentences.

Penmanship.—Ability to write a free, legible hand.

NOTE—Candidates failing in no more than three of the above subjects may be permitted to enter with conditions. These conditions must be worked off before the opening of the next school year after entrance. Candidates for admission to the Normal school who have completed the eighth grade work in any approved school, may, on presentation of their certificates, be admitted without examination.

GRADUATION.

Students who complete successfully the four years' work as tabulated below; with one hundred and forty-four hours credit, are entitled to a Normal diploma, and may enter without examination upon the first year College courses.

No deviation from the order of studies as here arranged can be made without the sanction of the Principal and teacher concerned.

NORMAL COURSE.

First Year.

First Semester.		Second Semester.	
Theology a (Book of Mor-		Theology b (Book of Mor-	
mon)	3	mon)	3
Algebra a	5	Algebra b	5
English a (Grammar, Classics,		English b (Grammar, Classics,	
and Composition)	5	and Composition).....	5
Physiography a	3	Physiography b	3
Drawing a (four recitations) 2		Drawing b (four recitations) 2	
Manual Training		Manual Training b	
and (five recitations).2		and (five recitations).2	
Physical Culture a		Physical Culture b	

Second Year.

Theology c (O. T. History)..3	Theology d (O. T. History)..3
Geometry a .....3	Geometry b .....3
English c (Classics, Composition, and Rhetoric) .....4	English d (Classics, Composition, and Rhetoric) .....4
Zoology a .....3	Zoology b .....3
Physiology a .....2	Physiology b .....2
History c (Modern) .....3	History d (Modern) .....3
Elocution a or Vocal Music a 2	Elocution b or Vocal Music b.2
<hr/>	<hr/>
20	20

Third Year.

Theology e (Life of Christ)..3	Theology f (Apostolic Age)..3
Physics a (five recitations)..4	Physics b (five recitations)..4
English e (History of Lit.)..3	English f (History of Lit.)..3
Botany a .....2	Botany b .....2
Psychology a .....5	Theory a .....5
Economics a or	Economics b, or
Agriculture a .....3	Agriculture b .....3
<hr/>	<hr/>
20	20

Fourth Year.

Theology g (Church History) .....3	Theology h (Church History) .....3
English g (Advanced Rhetoric) .....3	English h (Advanced Rhetoric) .....3
Chemistry a .....3	Chemistry b .....3
History a .....3	History b .....3
Theory b .....4	Theory c .....4
Training a .....4	Training b .....4
<hr/>	<hr/>
20	20

KINDERGARTEN NORMAL COURSE.

The first two years of this course are the same as the first two years of the Normal course.

Third Year.

Theology e (Life of Christ)3	Theology f (Apostolic Age)3
English e (Literature)3	English f (Literature)3
Psychology a5	Theory a5
Botany a2	Botany b2
Kindergarten Theory3	Kindergarten Theory3
Kindergarten Practice3	Kindergarten Practice3
Elective1	Elective1
—	—
20	20

Fourth Year.

Theology g (Church His- tory)3	Theology h (Church His- tory)3
Theory b4	Theory c4
Physics a4	Physics b4
Kindergarten Theory and Practice7	Kindergarten Theory and Practice7
—	—
20	20

DEPARTMENT OF PEDAGOGY.

Professor Brown.	Professor Partridge.
Director Larson.	Professor Osmond.
Director Dusenberry.	Professor Swenson.
Professor Hinckley.	Professor Eastmond.

The courses in Pedagogics are designed for the preparation of professional teachers. They are intended to cover all sub-

jects necessary to teaching in primary and high schools. Instruction given in lectures is supplemented by text-books and general reading.

THEORY OF TEACHING.

a. **Evolution of Methods.**—This course deals with the aim and scope of education. The growth of educational ideals and systems as expressed by ancient and modern educators. A special study of modern ideals and practical school-room methods used in working them out. Relationship of educational factors, home, school, church, press, society. School management including organization, regulation, rewards, punishments, recreations. School plan and program giving correlation of studies. Lectures supplemented by individual research. Texts, Seeley's "History of Education," Baldwin's "School Management," Putnam's Pedagogy. Five hours, second semester.

b. **Methods.**—Discussion of the educational value of the subjects of study. Methods studied from the standpoint of psychology. Students will prepare plans of recitation and outlines of study. Temperaments and child psychology studied by practical observations of pupils. Mental, physical, and moral tests will be made and discussed. Four hours, first semester.

c. **Reviews.**—Review of the subject matter of the common school curriculum. The essentials of the subjects and how to emphasize them. Four weeks will be given to each of the following subjects: Geography, History, Arithmetic, Grammar. Four hours, second semester.

PSYCHOLOGY.

a. **Elementary Psychology.**—A study of the fundamental intellectual processes and their physiological expression. The office of the teacher in stimulating mental activity. Lectures supplemented with practical observations and introspection of mental phenomena. Text, Halleck's "Psychology and Psychic Culture." Five hours, first semester.

TRAINING.

a. Class Work.—This course is taken in connection with "Course b" in "Theory of Teaching," which lays the foundation in methods. Students will prepare plans of recitation, subject to the criticism of the critic teacher and training supervisor; will teach a class three hours each week under observation. Subsequently they will meet in critic class, to discuss failures and successes. Students will receive suggestive plans, outlines, stories, poems, songs, gems, and practice in the art of story telling. Four hours, first semester.

b. Departmental Supervision.—Much of the work of course a will be continued, varied by subject matter and grades. In addition the student will be given opportunity to correlate and control the work of an entire grade. Four hours, second semester.

NATURE STUDY.

The aims of this course are to supplant the formal object lesson and otherwise enliven and enrich the school curriculum; also to maintain a close relation between child life and nature, that school may be a continuous source of delight and inspiration rather than a task. Take a child from nature during his school days and you cause an unnatural transformation through which he invariably suffers.

a. Collecting Material.—This course is for the purpose of teaching Normal students what to present and how much; how to collect and preserve material; also how to construct apparatus by which the laws and phenomena of nature may be demonstrated. The work will be adapted to the changes of the seasons. This course is open only to those who have had the prescribed courses in science. Four hours recitation or laboratory work. Two hours, first semester.

b. Garden Work.—This course will be a continuation of Course a, besides which there will be school garden work. Two hours, second semester.

KINDERGARTEN THEORY.

a. **Fifts, Games, and Occupations.**—The course includes the study of gifts, games, and occupations of the Kindergarten as taught by Froebel. Lectures upon the principles underlying the use of the gifts, games, and occupations are given, together with an opportunity to put the ideas thus gained into practice with little children, under the supervision of experienced directors. Froebel's "Pedagogics" is used as a text-book in all gift work.

b. **Mutter and Kose Lieder.**—Special emphasis is placed upon the careful study of the "Mutter and Kose Lieder," as it is the foundation of the entire Kindergarten system. It is made the center around which such other studies are grouped in the curriculum as will best aid in unfolding and illustrating its principles. Froebel himself says: "I have here laid down the most important part of my educational method."

c. **Program Work.**—Program work and its daily application in class work will be a matter of lecture by the Director of the Kindergarten and suggestions and discussions by the members of the class. Programs are based upon "Mutter and Kose Lieder." Two years' work. Five hours, first and second semesters.

KINDERGARTEN PRACTICE.

a. **Observations.**—Each student is required to attend regularly a Kindergarten class, which will be assigned by the Director of this department, and act as a cadet during the junior and senior years. During the year the cadet will spend her time largely in observation work and small duties assigned her in the Kindergarten.

b. **Practice.**—During the senior year she will devote her time to practical work with the children and spend a certain number of weeks in visiting other kindergartens. The Director of the Kindergarten will report regular attendance of students, for which credit will be given toward graduation on the books of the University. Two years' work. Four hours, first and second semesters.

DEPARTMENT OF ART AND MANUAL TRAINING.

Professor Eastmond.
Assistant Professor Aretta Young.
Instructor Barrett.

DRAWING.

a. **Object Drawing and Form Study.**—Fundamental object, motif, and anatomical drawing. Color study, free hand perspective, sketching. Two hours, first and second semesters.

b. **Picture Making.**—Continuation of a. Emphasis is placed on object drawing; animal drawing; pose drawing; action drawing; possibilities of mediums; principles of design; form study in clay; black-board drawing; method of teaching. Two hours, first and second semesters.

MANUAL TRAINING.

a. **Sloyd Work.**—This course involves whittling, knife carving, Venetian iron work, clay, paper, tagboard, and straw board construction; correlation ideas; industrial art. Required, drawing a, or the equivalent. Two hours first and second semesters.

b. **Application Work and Correlation.** Textile work: wire work, braiding, plaiting, weaving, basketry (native material); collection of minerals. Pottery. Adaptation of Art to crafts. Lines of handicraft possible to public school correlation. Required, Manual Training a or the equivalent. Two hours, first and second semester.

Note.—For explanation of other courses, see High School division of this catalogue.

DEPARTMENT OF TRAINING.

Professor Brown,
Director Larson,
Professor Eastmond,
Instructor Smart,
Instructor Wakefield,
Instructor Henrietta Smart.
Instructor Peterson,
Instructor Gilchrist.

The Training school fills a dual office. (1) It furnishes instructions to pupils in all grades from the first to the eighth, and in this respect is a properly-graded school. It aims to take a child when it leaves the kindergarten, or when it first enters school, and carry it through the different grades until it is ready to enter the High school. The aim is to produce proper intellectual and moral development, as well as furnish the mind with a fund of general information. (2) It furnishes the classes for the practice work in Normal training. In this respect it is a Normal Training school. Following is an outline of the work:

THEOLOGY.

Knowledge of man's relationship to God. Man's duty to fellowman. Love and reverence for divine things. Confidence in and respect for proper authority; taught through incidents from the lives and works of prominent theological characters in the Gospel dispensations, as taken from the Bible, Book of Mormon, Pearl of Great Price, and Church History. Supplemented by lives of eminent men and women and lessons on morals and manners. The course aims to cultivate spiritual and ethical habits and tastes; to create a desire to obtain a testimony of the Gospel; and to understand the principles and doctrines of the Church.

First Grade.—Incidents in story form adapted to the grade. Reproduction and memory exercises.

Second Grade.—Child stories of ancient and modern prophets.

Third Grade.—Principles of the Gospel illustrated by simple stories from Church works.

Fourth Grade.—Life of Christ. Supplementary work from Church works.

Fifth Grade.—Stories from the Old Testament.

Sixth Grade.—Book of Mormon stories.

Seventh Grade.—New Testament.

Eighth Grade.—Principles of the Gospel. Church History.

WRITING.

Beginners, First, and Second Grade.—Blackboard writing. Special drills with lead pencils and paper for the purpose of developing mechanical skill and form.

Third, Fourth, Fifth, Sixth, Seventh, and Eighth Grades.—All reproductions to be carefully written. Special drills with pen and ink.

MUSIC.

First Grade.—Pleasing songs, words and music taught thoroughly. Letter names to lines and spaces. Syllable names to natural scale.

Second Grade.—The staff, clef, measure, time, and intonation. Songs.

Third Grade.—Sol feggio rudiments. Concert drill from blackboard. Songs.

Fourth, Fifth, Sixth, Seventh, and Eighth Grades.—Breathing exercises, voice culture, rudiments, songs.

READING.

First Grade.—Written and printed lessons correlated with nature and literature work. Lessons from the Arnold Primer and "Stepping Stones to Literature."

Second Grade.—Lessons based on nature and literature. "Stepping Stones to Literature," Second Reader completed. Supplementary reading from "Lights to Literature."

Third Grade.—Hectograph and typewritten stories from nature and literature period, "Stepping Stones to Literature," Third Reader completed.

Fourth Grade.—Hectograph and typewritten stories from nature and literature. "Stepping Stones to Literature," Fourth Reader. Supplementary reading from books in library.

Fifth Grade.—Fifth book of "Stepping Stones to Literature." Supplementary reading from books in library.

Sixth Grade.—Sixth book of "Stepping Stones to Literature." Sixth book of "Lights to Literature" for supplementary.

Seventh Grade.—Seventh book of "Stepping Stones to Literature." Seventh book of "Lights to Literature" for supplementary.

Eighth Grade.—Eighth book of "Stepping Stones to Literature," "Evangeline," "The Deserted Village," "Miles Standish."

PHONICS.

Beginners and First Grade.—Train pupils to recognize word endings as endings; to recognize and reproduce words sounded by teacher. Drill on consonants separately and combined with vowels. Give the child power to pronounce new words.

Second and Third Grades.—Review sounds and give their diacritical markings. Practice in enunciation and articulation.

Practice in marking and pronouncing new words. Prepare the child for using the dictionary.

SPELLING.

First Grade.—Sight spelling of words taken from lessons in nature, literature, and reading.

Second Grade.—Sight spelling and regular written spelling of words in nature, literature, and reading. New words learned and written in child's dictionary.

Third Grade.—Written and oral spelling of new words. Words spelled, defined, and used in sentences. Emphasize pronunciation. Sight spelling.

Fourth Grade.—New words; synonyms and antonyms.

Fifth Grade.—Words from literature, nature, and reading spelled, pronounced, and defined. Modern Speller from Page 50 to 83.

Sixth Grade.—New words spelled, pronounced, and defined. Modern Speller from page 83 to 108.

Seventh Grade.—New words from different subjects. Modern Speller from page 108 to 134.

Eighth Grade.—Modern Speller completed.

HISTORY AND LITERATURE.

Beginners and First Grade.—Life of the Indian. Longfellow's "Hiawatha." Life of the Eskimo. Stories based upon national holidays. Stories, myths, and poems relating to the seasons.

Second Grade.—Stories of other lands. National holiday stories. Poems and myths.

Third Grade.—Historical and legendary stories embodying

ideals of strength, courage, and generosity. Animal stories from "Kipling" and "Seton Thompson." Poems and myths.

Fourth Grade.—Biographical sketches of patriots. Stories of adventure. Indian myths and legends. Cary sisters' "Poems," Eugene Field's "Poems of Childhood." Whitcom Riley's poems for children.

Fifth Grade.—Modes of travel. Ship building. How people traveled long ago. Stories of the Norsemen. Stories of the Crusades. The result of the Crusade upon travel. Story of Marco Polo and the regions he explored. Breaking up of the lines of trade by the Mohammedans. Spain under Ferdinand. Read:—Hall's "Viking Tales," also "Stories from Marco Polo's Book," "King Henry of Portugal," "The Ancient Mariner," and "Captain Courageous." (Kipling.)

Sixth Grade.—Condition of America and Europe at the close of the fifteenth century. Indian tribes in respect to their manner of living, industries, and government. Spanish, Portuguese, English, and French explorations, discoveries, and possessions in America. Settlement of the Colonies. Causes which led up to the French and Indian war. The war and its results. Read:—"Miles Standish," "Grandfather's Chair," "A Night With Uncle Remus," "Rip Van Winkle," "Tales of Ancient Greece," "Stories from the Iliad and Odyssey."

Seventh Grade.—Union of the Colonies and their struggle for freedom. Causes that led to the Revolutionary war. The war and its results. The growth and the development of the Union. The war of 1812. Read:—"Paul Revere's Ride," "Building the Ship," "Grandmother's Story of Bunker Hill," "Vision of Sir Launfal," "Sir Galahad," and other patriotic stories.

Eighth Grade.—The Western movement. Settlement of the Western States. War with Mexico. Causes which led up to the Civil war. The war and its results. Growth of industries. Inventions and improvements. Brief study of Roman history. Development of the Empire. Cause of the Punic wars. Results. Roman methods of governing the conquered people. Compare with the United States. Read:—Biography of Clay, Biography of Lincoln and Shakespeare's "Julius Caesar."

GEOGRAPHY.

First and Second Grades.—Directions; observation of weather; lessons on pebbles, gravel, sand, clay, and loam; how soils are formed; work of a river; evaporation; condensation; forms of water; simple science lesson on temperature; expansion, contraction, liquefaction, and crystallization; air and movements of air; transportation and sedimentation.

Third Grade.—Geographical forms; islands, deltas, plains, plateaus, valleys, canyons, cliffs, waterfalls. Study school ground and surrounding country. Provo in relation to neighboring towns. Imaginary journeys to other lands. The homes: tent, grass-house, snow house, brick house, lumber house. Manner of heating and lighting.

Fourth Grade.—Text, "Redway's Natural Elementary Geography." Supplementary books:—"The Little Journey" series, Carpenter's readers, "Children of Other Lands." Journeys to other lands. Songs and stories about the countries studied. Social element emphasized.

Fifth Grade.—North America as a whole. River basins. Large cities and why they have grown. Oceans and lakes. Special study of Utah and Salt lakes. Lake shores; work of waves; coast lines; harbors; light houses and life saving stations. Political divisions of the United States. South America compared with North America as to slopes, highlands, depressions, river basins, climate, soil, vegetation, and people. "Redway's Natural Elementary Geography" completed.

Sixth Grade.—Changes of the place and time of sunrise and sunset. Causes of variation in length of day. Rotation of the earth. Revolution of the earth. Measurements of the earth's surface. How mariners make their reckonings at sea. Study Eurasia as one great land mass.

Seventh Grade.—Study Africa and the Islands of the Sea. Winds and ocean currents. Comparison of the continents as to highlands, depressions, climatic influences, distribution of moisture, plant and animal life.

Eighth Grade.—General review of the political divisions of the world. Races of men. Forms of government. Special study of the government of the United States. Study of the Constitution of the United States.

LANGUAGE.

Beginners, First and Second Grades.—Oral and written reproductions. Sentence making.

Third Grade.—Oral and written reproductions of nature and literature. Paragraphing. Letter writing. Original compositions and narrations.

Fourth Grade.—Reproductions of nature and literature work. Letter writing and composition. Use of parts of speech. Use of capitals. Southworth's "New Lessons in Language."

Fifth Grade.—Reed and Kellogg's "Graded Lessons in English," Book II, from page 9 to 124.

Sixth Grade.—Same book as Fifth grade. From page 124 to 246.

Seventh Grade.—Reed and Kellogg's "Higher Lessons in English," from page 1 to 168. Original stories. Reproductions.

Eighth Grade.—Reed and Kellogg's "Higher Lessons in English," from page 168 to 266. Literature and nature reproductions. Original composition work.

NATURE WORK.

First and Second Grades.—Plants and fruits. Function of color, form, size, taste. Collect a variety of fruits. Distribution of seeds by wind, water, animals, and man. Autumn leaves studied according to color and form. Collect, press, and mount autumn leaves. Water, vapor, and steam; domestic animals; soils, insects. The awakening of new life. Germination of seeds. Return of birds.

Third Grade.—Fruits. Compare and classify common fruits. Seed dissemination. Forms of water. Winter condition of trees. Study soils. Seed germination. The awakening of new life. Birds. Study the spring flowers. Weather record. Shadow stick.

Fourth Grade.—Study domestic animals. Make charts. Study of plants. The effect of heat, light, and moisture upon plant life. Meteorology. Record observations of weather, variation in slant of sun's rays, moon's phases, etc. Use of shadow stick. Study of water and land forms.

Fifth Grade.—The fall work will grow out of the field trips. The plant societies of the local regions will be studied in relation to the topographic forms on which they have developed. Insect life and its environment. Observation of weather and landscape changes. Classification of seeds and making of distribution charts. Enlarging of the chart work of fourth grade. Seed germination. Experimental lessons upon heat, air, light, and sound. Study soils and relation of soils to plant growth. Bud development.

Sixth, Seventh, and Eighth Grades.—The work of the year will, in general, follow the seasons. Study properties of gases; oxygen, hydrogen, and carbon dioxide. Properties of matter. Air movements; winds, heating, and ventilation. Study weather conditions and the use of the thermomenter and barometer. Physical analysis of soils. Effect of heat and cold upon life. Studying and charting Utah woods. Building. Stones and minerals. The deterioration of the constituents of various food-stuffs. Relation between weather and crops.

ART AND MANUAL TRAINING.

First Grade.—Art: illustration, representation, color study. Manual training: paper work, textile work, clay, building, booklets, correlation.

Second Grade.—Art: representation, illustration, design, color study. Manual training; cardboard and paper construction, textile work, clay, correlation.

Third Grade.—Art: representation, design, color study, needle-work. Manual training: textile work, paper and cardboard work, sawing and nailing, clay bead-work, booklets, plaiting, and braiding.

Fourth Grade.—Art: space-filling naturalistic, object drawing, subjective drawing, designs. Manual training: weaving, needle-work, woodwork, correlation, bead-work.

Fifth Grade.—Art: representation, space-filling, design, objective pose-drawing. Manual training: woodwork, basketry, textile work, bead-work, correlation.

Sixth Grade.—Art: representation, design, motive-drawing, constructive drawing, decorative drawing. Manual training: textile work, woodwork, basketry, cardboard work.

Seventh Grade.—Art: line, dark, light, and color, representation, decorative, constructive drawing, design, needle-work. Manual training: basketry, textile-work, wire-work, book-work, stencil-work, woodwork.

Eighth Grade.—Art: pose-drawing for illustration, object-drawing, perspective, design, subjective-drawing, history of art. Manual training: applied design to basketry, woodwork, stencil-work, iron-work, textile-work, book-work.

ARITHMETIC.

Beginners, First, and Second Grades.—Sense training. Work based on Speer's Primary Arithmetic and Hall's Arithmetic Primer. Drill in the writing and reading of numbers.

Third Grade.—Werner, Book I, page 136 inclusive.

Fourth Grade.—Werner, Book I, completed. Practical application problems.

Fifth Grade.—Werner, Book II, Part I. completed.

Sixth Grade.—Werner, Book II, Part II. completed.

Seventh Grade.—Werner, Book III, Part I. Supplementary work from the Prince Arithmetic.

Eighth Grade.—Werner, Book III, completed.

PHYSICAL TRAINING.

Beginners, First, Second, and Third Grades.—Exercises for the development of the larger groups of muscles, and for the improvement of the poise and carriage.

Fourth, Fifth and Sixth Grades.—Free and apparatus gymnastics. Improvement of gait and poise, balancing exercises. Active running games. Training for pleasure in action.

Seventh Grade.—Importance of heart and lung action; moderately increased demands in apparatus work.

Eighth Grade.—Exercises of skill on apparatus. Outdoor speed over short courses; running; endurance, long distance, moderately slow and fast; walking and running, with careful increase of duration. Forms of relay racing, team plays, and class contests.

THE HIGH SCHOOL.

As the College of the Brigham Young University has evolved, step by step, through the grades of a preparatory school, it has necessarily left a well developed, well equipped High school.

Our High school faculty numbers more than thirty experienced teachers, the majority of whom are graduates from the best universities in the East and West. Their work is facilitated by class rooms and laboratories well provided with materials for efficient instruction.

To supply the growing demand for higher and better preparation for life, two definite courses have been established in the High school.

1. **An English Course**, offering ample opportunity for classical and literary training, and preparing students for the work of life, as well as for entrance to the College or other higher institutions of learning.

2. **A Scientific Course**, which prepares students for entrance to professional work in the College or other universities.

ENTRANCE REQUIREMENTS.

Students who do not present certificates of graduation from the eighth grade, must pass entrance examinations identical with those of the Normal school.

GRADUATION.

Every student on entering the High school will be required to elect one of the two courses offered below. No deviation from the order of the studies as here arranged can be made without the sanction of the Principal.

Students who complete successfully either of the four-year courses with one hundred and forty-four hours credit, are entitled to a High school diploma.

ENGLISH COURSE.

First Year.

First Semester.		Second Semester.	
Theology a (Book of Mor-		Theology b (Book of Mor-	
mon)	3	mon)	3
Algebra a	5	Algebra b	5
Physiography a	3	Physiography b	3
English a { Grammar		English b { Grammar	
{ Classics	5	{ Classics	5
{ Composition		{ Composition	
Latin, German, or French...	4	Latin, German, or French....	
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20		20	

Second Year.

Theology c (O. T. History).	3	Theology d (O. T. History).	3
Geometry a	3	Geometry b	3
English c { Classics		English { Classics	
{ Rhetoric	4	{ Rhetoric	4
{ Composition		{ Composition	
Latin, German or French ..	4	Latin, German, or French ...	4
Physiology a	2	Physiology b	2
History c (modern)	3	History d (modern)	3
Physical Culture	1	Physical Culture	1
<hr/>		<hr/>	
20		20	

Third Year.

Theology e (Life of Christ).	3	Theology f (Apostolic Age).	3
English e (Hist. of Eng. Lit.)	3	English f (Hist. of Eng. Lit.)	3
Physics a	4	Physics b	4
Elocution a	2	Elocution b	2
History g (English)	2	History h (English)	2
Manual Training a	2	Manual Training b	2
A Foreign Language		A Foreign Language	4
or Elective	4	or Elective	
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Fourth Year.

Theology g (Church Hist.)..3	Theology h (Church Hist.)..3
English g (Classics and Rhetoric)3	English h (Classics and Rhetoric)3
Chemistry a .....4	Chemistry b .....4
History a and Civics a .....5	History b and Civics b .....5
English i3	English j3
Botany, or Manual Training..2	Botany, or Manual Training..2
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20	20

SCIENTIFIC COURSE.

First Year.

First Semester.

Theology a (Book of Mor- mon)3
Algebra a .....5
Physiography a3
English a { Classics Grammar5 Composition
Latin, German, or French...4
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20

Second Semester.

Theology b (Book of Mor- mon)3
Algebra b5
Physiography b3
English b { Classics Grammar .....5 Composition
Latin, German, or French...4
<hr/>
20

Second Year.

Theology c (O. T. History)..3	Theology d (O. T. History)..3
Geometry a .....3	Geometry b .....3
English c { Composition ..4 Classics .....4 Rhetoric	English d { Classics Composition ..4 Rhetoric
Zoology a .....3	Zoology b .....3
Physiology a .....2	Physiology b .....2
Latin, German, or French ...4	Latin, German, or French...4
Physical Culture1	Physical Culture1
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20	20

Third Year.

Theology e (Life of Christ).3	Theology f (Apostolic Age).3
Physics a4	Physics b4
English e (Literature) .....3	English f (Literature) .....3
Geometry c .....4	Algebra c .....4
Botany a .....2	Botany b .....2
Latin, or German, or French.4	Latin, or German or French..4
—	—
20	20

Fourth Year.

Theology g (Church Hist.).3	Theology h (Church Hist.).3
English g (Classics and Rhetoric) .....3	English h (Classics and Rhetoric) .....3
Chemistry a .....4	Chemistry b .....4
History a (American) and Civics .....5	History b (American) and Civics .....5
Trigonometry a or elective..3	Advanced Algebra (See College) or elective .....3
Geology a .....2	Geology b .....2
—	—
20	20

DEPARTMENT OF THEOLOGY.

The aim in the courses here outlined is less to teach the facts of theology than to awaken the spiritual life; in other words, the intellectual aspect of religion is constantly counted of less moment than the development of a warm personal testimony of the Gospel. The theology is the same in all of the schools and practically all of the teachers are engaged in teaching this subject.

a. **Book of Mormon.**—History of its coming forth and relationship of the various books composing it. Students will read first half, including Book of Ether. Reynolds's "Story of the Book of Mormon" may be used for reference. Three hours, first semester.

b. **Book of Mormon.**—External evidences of its divine authenticity. The doctrinal aspects of its teachings will be especially dwelt upon. Students will read second half and re-read didactic portions of the book. Orson Pratt's "Divine Authenticity of the Book of Mormon" will also be read. Three hours, second semester.

c. **Old Testament.**—Historical relationship of the Books in the Old Testament. Students will read the narrative portions of the text including Kings, Chronicles, Samuel, Job, and Esther. Teacher will set forth the divine authenticity of the book. Three hours, first semester.

d. **Old Testament.**—Students will read the poetic, didactic, and prophetic books of the Old Testament. Special emphasis will be placed on those prophecies which have their fulfillment in our day. Three hours, second semester.

e. **Life of Christ.**—The story of Christ's life will be followed as developed in the four Gospels, which students will be required to read. Special emphasis will be given to the principals He taught. Farrar's "Life of Christ" should be read for reference. Three hours, first semester.

f. **Apostolic Age.**—The lives and missionary work of the Apostles as set forth in the New Testament will be taken up. Students will read the Acts, the Epistles, and Revelations. Three hours, second semester.

g. **Church History and Doctrine.**—The history of this Dispensation of the Gospel, as set forth in the publications of the Church, will be followed. Special emphasis will be laid upon the divine mission of Joseph Smith; on which subject, Orson Pratt's "Was Joseph Smith Sent of God?" will be read. Three hours, first semester.

h. Church History and Doctrine.—Continuation of g. Three hours, second semester.

DEPARTMENT OF ENGLISH.

Professor Osmond,
Professor Nelson,
Assistant Professor Reynolds,
Assistant Professor Holbrook,
Assistant Professor Cluff.
Instructor Schofield,
Assistant Higgs.

ENGLISH.

In the following courses in English the aim is to develop the power of oral and written expression and to cultivate a taste for good literature. Special attention is given to written composition and individual criticism of themes. In the courses in English literature prescribed reading is an important part of the student's preparation.

a. Minor Classics.—In this course the aim is to lay a foundation in literature on which to build the courses in English which are to follow. Spelling and punctuation, also practice in reading, are incidental features. Text-book, "Masterpieces of American Literature." Five hours, first semester.

b. English Grammar.—Special attention is given to the diagramming of sentences, it being a demonstrated fact that without the practice in analysis given by such a method, students are unable to correct their habits of faulty English by any other guide than what sounds right, which is practically no guide at all. Text-books, Strang's Exercises in English, Buehler's "Modern Grammar." Five hours, second semester.

c. Outlines of Rhetoric.—Course b is required. This course deals with the rhetorical principles of narration and description. Special attention is given to original composition and

individual criticism of themes. In order that each student may receive the personal attention of the teacher, the course is divided into three sections, and each student is required to meet the teacher frequently in private conference, for the purpose of talking over his work in the course. Text-book, Lockwood & Emerson's English Composition. Prescribed reading—"The Vicar of Wakefield," "The Ancient Mariner," and "Romeo and Juliet." Four hours, first semester.

d. Outlines of Rhetoric.—Course c is required. This is a continuation of course c. Same text and methods. Required reading—Irving's "Sketch Book," Burns' "Representative Poems," and "Othello." Four hours, second semester.

e. History of English Literature.—This course is devoted to a study of the history and development of English Literature. Periods will be set, at regular intervals, for the discussion of reading given as collateral work. Themes on topics relating to the work will be assigned. This course is required of all third year students, and is especially recommended to students expecting to enter college. Text-book, Halleck's "English Literature." English c and d are required. Three hours, first semester.

f. English Literature.—This course is a continuation of English e. Same texts and methods. Three hours, second semester.

g. Advanced Rhetoric.—This course deals with the rhetorical principles of invention, exposition, and argumentation. Special attention is given to original composition and individual criticism of themes. Text-book, Genung's "Working Principles of Rhetoric." Three hours, first semester.

h. Advanced Rhetoric.—Continuation of course g. Three hours, second semester.

i. Debating.—This course aims at the training of men in public speaking. It consists of theoretical work in argumentation. Original debates are briefed, written, and rehearsed for criticism. Special emphasis is laid on class-room debate, with

criticism on delivery, thought and composition. English d is required. Three hours, first semester.

j. **Debating.**—Continuation of i, Three hours, second semester.

ELOCUTION.

a. This course aims to produce fluent and effective readers. Attention to diacritical marks and drill in pronunciation, articulation, and personal bearing, occupy a portion of the time. Two hours, first semester.

b. Course a is required. In this course ease and grace in personal bearing, gesture, the cultivation and control of the voice, and a wide latitude in oral delivery, are the points kept in view. Two hours, second semester.

DEPARTMENT OF FOREIGN LANGUAGES.

Professor Andelin,
Professor Ward,
Professor Osmond,
Assistant Professor Van Buren.

LATIN.

a. **Elementary Latin.**—Collar and Daniel's First year Latin. Simple constructions. Practical exercises in syntax and the acquisition of a liberal vocabulary. Four hours, first semester.

b. **Elementary Latin.**—Collar and Daniel's First year Latin. Collar's "Via Latina." Four hours, second semester.

c. **Kelsey's Caesar.**—Books 1 and 2; Bennett's Latin Grammar and Bennett's Latin Prose Composition. Four hours, first semester.

d. **Kelsey's Caesar.**—Books 3 and 4 completed. Bennett's Latin Prose Composition completed. Exercises in easy sight translation. Four hours, second semester.

GERMAN.

a. **Elementary.**—Easy reading, word drill, conversation, and grammar. Only the essential features of Grammar introduced, and these with reference to the special needs of the average beginner. The aim is to acquire a ready, working vocabulary, and the ability to read and write and converse freely on familiar topics. German forms the center of all instruction; so that from the first the student comes in direct contact with the language he is to learn. Grammar: Spanhoofd's "Lehrbuch der Deutschen Sprache." Reader: "Glueck Auf." Four hours, first semester.

b. **Elementary.**—Continuation of a. Reading of "Es war Einmal," "Immensee." Lessons in easy composition. Four hours, second semester.

c. **Advanced.**—Practical Grammar. Bernhardt's "German Composition." Reading of following modern classics: "Aus Herz und Welt," "Die Journalisten," "Kleider Machen Leute," "Die Monate." Practice in writing stories and anecdotes from memory. Four hours, first semester.

d. **Advanced.**—Continuation of c. Composition, by relating in class synopses of texts read at home. Reading of "Aus dem Leben eines Taugenichte," "Frau Holde," "Soll und Haben." Four hours, second semester.

FRENCH.

a. **Elementary.**—The same principles underlie the teaching of French that underlie the teaching of German. Grammar: Kroeh's "French Course" first year. Reader: Rollin's "French Reader." "Historiettes." Four hours, first semester.

b. **Continuation of a.**—Reading of "Fleurs de France," and Bercy's "Lectures Faciles." Four hours, second semester.

c. **Advanced.**—Kroeh's "French Course," second year Easy composition. Reading of "La Mare au Diable," "Le Marie de Madame Solange." Four hours, first semester.

d. **Advanced.**—Continuation of c. Composition, conversation, and reading of Lamartine's "Jeanne d'Arc." Four hours, second semester.

SPANISH.

In view of the new relationships established between the United States and Spanish America, including the Philippine Islands, it is believed that the Spanish language will become one of the necessary branches of a liberal education. The aim of these courses is to prepare the student for business transactions in our newly acquired territories, and to meet the demand of students from states requiring Spanish as a preparation for teaching.

a. **Elementary.**—Loiseaux's Spanish Grammar and Worman's "First Spanish Reader." Easy Spanish prose conversation. Four hours, first semester.

b. **Elementary.**—Loiseaux's Grammar and Worman's Second Reader completed. Ybarra's "Lectura y Conversacion." Four hours, first semester.

c. **Modern Spanish Classics.**—Knapp's "Spanish Grammar." Introduction to the modern authors in Loiseaux's "Spanish Reader." Reading of the modern classics, "Valdes Jose," Carrion y Aza's "Zaraguetta." Translation from the English and original composition. Four hours, first semester.

d. **Spanish Classics.**—Knapp's Spanish Grammar. Spanish classics. Fornes' "El Si de las Ninas," Cervants' "El Cautivo," and Padre Islas LeSage's "Gil Blas." Translation and original composition. Four hours, second semester.

DEPARTMENT OF HISTORY AND ECONOMICS.

Professor Swenson,
Professor Keeler,
Judge Booth,
Assistant Professor Kirkham.

a. **American History.**—The expansion of England. The settlement and colonization of America, the Revolution and the formation of the Constitution. This course will emphasize Constitutional development of the American Nation. McLaughlin's History of United States. Three hours per week, first semester.

b. **American History.**—From the adoption of the Constitution until the present. In courses a and b, maps, digests, and special reports will be required. McLaughlin's History of the United States. Three hours per week, second semester.

c. **Modern History.**—From Charlemange to the Reformation. A study of Mediaeval Institutions and their relation to Modern history. West's Modern History. Three hours, first semester.

d. **Modern History continued.**—From the Reformation to the present. The rise and growth of European nations. Study of European politics. West's Modern History. Three hours, second semester.

e. **English History.**—From the Saxon conquest to 1485. The evolution of British constitution. Larned's History of England. Two hours, first semester.

f. **English History continued.**—From 1485 to the present. The evolution of British constitution. Larned's History of England. Two hours, second semester.

g. **Grecian History.**—A study of the Political and Institutional History of Greece. Three hours, first semester.

h. **Roman History.**—The study of the political expansion and decline of the Roman government. Three hours, second semester.

ECONOMICS.

a. **Economic Theory.**—A study of the underlying principles governing the production, exchange, distribution, and consumption of wealth. Three hours, first semester.

b. **Economic Problems.**—A study of some of the economic problems of the day. Three hours, second semester.

CIVICS.

a. **Civil Government.**—The making of the American government, the state government, and the national government. Two hours, first semester.

b. **Civil Government.**—Continuation of a. Two hours, second semester.

LAW.

b. **Parliamentary Law.**—Rules governing the procedure of legislative bodies, societies, and public gatherings. One hour, second semester.

c. **General Law.**—Lectures on the manner of passing laws, proceedings in courts, etc. Two hours, first and second semesters.

DEPARTMENT OF MATHEMATICS.

Professor Partridge,
Professor Ward,
Assistant Professor Jarvis,
Instructor Partridge,
Assistant Johnson.

ALGEBRA.

a. **Elementary.**—This course is designed for beginners and will include a careful consideration of the subjects treated in

Taylor's "Elements of Algebra" to page 165. Five hours, first semester.

b. **Elementary.**—Continuation of a. Taylor's "Elements of Algebra" to page 327. Required, Algebra a. Five hours, second semester.

c. **Elementary.**—Taylor's "Elements of Algebra" completed. Required, Algebra b. Four hours, second semester.

GEOMETRY.

a. **Plane.**—Phillips & Fisher's "Plane Geometry." Required, Algebra a. Three hours, first semester.

b. **Plane.**—Completion of Phillips & Fisher's "Plane Geometry." Required, Geometry a. Three hours, second semester.

c. **Solid.**—"Phillips & Fisher's Solid Geometry" completed, or Phillips and Fisher's "Geometry of Space." Required, Geometry b. Four hours, first semester.

TRIGONOMETRY.

a. **Plane and Spherical.**—Phillips & Strong's "Plane and Spherical Trigonometry" complete. Three hours, first semester.

DEPARTMENT OF NATURAL SCIENCE.

Professor Hinckley,

Professor Homer.

Assistant Professor Van Buren.

PHYSIOGRAPHY.

a. **Elementary.**—This course is introductory to the study of the natural sciences. The following subjects are discussed:

The earth: its form, size, and destiny. Terrestrial magnetism. Distribution of water. The ocean: area, depth, composition, temperature, waves, currents, tides. Three hours, first semester

b. Elementary.—Continuation of course a. Land: varieties of land surface, treated in the light of their evolution. Three hours, second semester.

ZOOLOGY.

a. Elementary.—This course aims to give a knowledge of the structure and relationship of animals as gained from a systematic study and dissection of specimen types in the laboratory. Half a semester is devoted to the lower forms of animal life and half a semester to the study of vertebrate zoology and classification. Colton's Descriptive and Practical Zoology. Three hours, first semester.

b. Elementary.—Continuation of a. Three hours, second semester.

BOTANY.

a. Elementary.—This course should be preceded by physical geography. The aim is to give a fundamental knowledge of the plant kingdom; to make students acquainted with the general structure and relationship of plants, especially of the intermountain region. Each student is expected properly to classify, label, and mount twenty-five specimens of plants. Bergen's Revised Elements of Botany will be used as a text. Two hours, first semester.

b. Elementary.—Continuation of a. Two hours, second semester.

PHYSIOLOGY.

a. Elementary.—A practical course in human physiology, which will furnish a basis for the study of hygiene. Physical habits and development will receive special emphasis. Course will be supplemented with laboratory work. Two hours, first semester.

b. **Elementary.**—Continuation of a. Two hours, second semester.

GEOLOGY.

a. **Dynamical, Structural and Historical Geology.**—This course is designed, 1st, to make the student acquainted with the dynamical forces now in operation fashioning the earth's crust; 2nd, to make them familiar with the most common mineral constituents of the earth, with its structural features and with its historical development. Two hours, first semester.

b. **Dynamical, Structural and Historical Geology.**—Continuation of a. Two hours, second semester.

c. **Agricultural Geology.**—This course is arranged especially for students interested in agricultural pursuits. The aim is to consider the nature, origin and care of soils; natural fertilizers, ground water and how to conserve it, and water supply. Three hours, each semester.

DEPARTMENT OF PHYSICAL SCIENCE.

Professor Snow.
Professor Maw.
Assistant Fletcher.
Assistant Boyer.

PHYSICS.

a. **Elementary.**—This course includes properties of matter, mechanics of solids and fluids, and sound. Carhart and Chutes' "High School Physics" will be used as a text. Algebra a is required. Four hours, first semester.

b. **Elementary.**—Continuation of Course a, including heat, light, magnetism, and electricity. Four hours, second semester.

CHEMISTRY.

a. General Chemistry.—This course consists of three recitations and one hour laboratory work per week, throughout the year. The fundamental ideas of chemical science will be considered: the facts of chemical combinations by weight and volume; the atomic theory as at present developed in connection with chemistry; the chemical nomenclature and symbols in use; a general survey of descriptive chemistry of the elements, and their compounds, inorganic and organic. Four hours, first semester.

b. General Chemistry.—Continuation of a. Four hours, second semester.

DEPARTMENT OF PHYSICAL CULTURE.

Director Teetzel.

The Gymnasium occupies the thirty story of the Training school building, a substantial brick structure 125 feet long by 65 feet wide. It is equipped with the best standard apparatus, and every opportunity for the physical training given by the best gymnasia of the land is here obtainable. The equipment includes four dressing rooms supplied with lockers, shower-baths, etc. Four courses are given in the Gymnasium, any one of which may be elected in addition to the regular curriculum.

a. Physical Training for Men.—This includes free-arm movements, dumb-bell and Indian-club drill, and apparatus work. Five times per week, two hours' credit; or three times per week, one hour credit. Two or more sections will be organized, according to the number of applicants. First semester.

b. Physical Training for Men.—Continuation of a. Five times per week, two hours' credit; three times per week, one hour credit. Second semester.

c. **Physical Training for Women.**—The work is adapted to the needs of women and including the Delsarte and Swedish systems. Two times per week, one hour credit. First semester.

d. **Physical Training for Women.**—Continuation of c. Two times per week, one hour credit. Second semester.

DEPARTMENT OF SPECIAL ELOCUTION.

Miss Miriam Nelke.

Aside from the regular courses as offered under the head of English, an opportunity is her given to receive special training in elocution and physical expression. Miss Miriam Nelke, who has charge of this work, will enter upon her Seventh year in the University as private instructor in the art of expression. The department has prospered under her guidance and is growing each day in popularity. Dramas and elocutionary recitals have occasionally been presented by this department, and students are frequently called upon to appear at meetings of the Literary society, upon Commencement programs, and at public entertainments generally. In this way they obtain the needed experience and practice in public speaking.

A two years' course is outlined. Upon its completion a student, who is otherwise qualified as to general scholarship, may receive a certificate in Elocution, at the recommendation of the teacher, and upon the approval of the Faculty. But no student shall be entitled to a certificate unless he has at least four semesters' work in class and passed satisfactory examination.

a. **Training in Articulation, Pronunciation, phrasing, emphasis and inflection.** Physical exercise to insure proper carriage of the body, and proper freedom and grace of movement. Breathing exercises. Vocal drill for tone placing, clearness, and purity. Study of the underlying principles of Delsarte's philosophy of expression. Analysis of selections in narrative style. Recitations. Text-book,—Southwick's "Elocution and Action." Two hours, first and second semesters.

b. Continuation of Course a. —Drill in the elements of vocal expression. Voice training through the imagination. Continuation of Delsarte's philosophy. Aesthetic gymnastics. Studies in impersonation. Correction of voice defects and mannerisms. Reading and recitation. Text-book,—Southwick's "Elocution and Action." Two hours, first and second semesters.

c. Pedagogical Aspects of reading and elocution. Literary interpretation. Original work in pantomime. Study of dramatic scenes. Readings from Shakespeare. Text-book,—Clark's "How to Teach Reading." Three hours, first and second semesters.

d. Resume of the work of the entire course. Studies in values, rhythm, and atmosphere. Original work in pantomime and recitation. Literary interpretation. Criticism. Discussion of methods of teaching. Text book, Clark's "How to Teach Reading." Three hours, first and second semesters.

TUITION FEES.

Private lessons—\$1.00 per lesson (three-fourths hour).

Class of three—\$15.00 each a semester (2 lessons per week.)

Class of five—\$10.00 each a semester (2 lessons per week).

Class of eight to twelve—\$8.00 each a semester (2 lessons per week).

Special certificates in Elocution—\$1.00.

DEPARTMENT OF MEDICINE.

Dr. Hinckley.

Dr. Clift.

NURSING.

a. General Nursing.—Introductory.—Nursing and nurses. Nursing as it pertains to the sick-room and hospital ward. Beds, bed making and bed sores. Food and its administration.

Medicines and their administration. Contagion and disinfection. Respiration, ventilation, warmth, observation of symptoms. Circulation, pulse, temperature. The skin, baths, massage, application. Kidneys, catheterization, bowels, enemata. Bandaging, fractures, dislocations. Nursing in obstetrical cases. Nursing as it pertains to gynecology. Nursing sick children. Nursing in special medical cases. Nursing in emergencies, surgical and medical. Oral and written examinations. Two hours, throughout the year.

OBSTETRICS.

a.—Anatomy of female pelvis and generative organs. Menstruation, Ovulation, etc. Pregnancy signs definite and suggestive. Development of Embryo and fetus. The physiology of pregnancy. Management of labor and the puerperium. Mechanism of labor. Pathology of labor. Pathology of the puerperium. Obstetric operations. The new born infant. Two hours throughout the year.

The Commercial School.

One of the achievements of the Church school system is the development of schools for business training; schools complete in their courses, full of the best things to aid present-day business affairs, and as well-balanced in cultural value as the best High schools in the country. Such an institution is the Commercial school of the Brigham Young University.

COURSES OF STUDY.

Courses of study have been arranged to meet the demands of the various classes of students who enter business colleges. There are some not prepared to take a four-year course, and, therefore, studies have been grouped so that these may have a larger range of choice from one year to four years.

1. A general four-year business course, embracing eighteen different subjects, exclusive of electives. One hundred and forty-four hours' credit required for graduation.

2. A brief course in Bookkeeping, embracing nine subjects, exclusive of electives. Seventy-two hours' credit required for certificate of graduation.

3. A special course in Bookkeeping and Arithmetic. Forty hours' credit required for certificate of graduation.

4. A brief course in Shorthand and Typewriting, embracing ten subjects, exclusive of electives. Seventy-two hours' credit required for certificate of graduation.

5. A special course in Shorthand and Typewriting. Forty hours' credit required for certificate of graduation. (This course is designed for second year students).

ENTRANCE REQUIREMENTS.

Students may enter at any time, though it is better to commence at the beginning of the school year, or with the beginning of the second semester. Applicants for admission must

be at least fourteen years of age, and give evidence that they are able to carry the work successfully.

GRADUATION.

Students who successfully complete the studies of the four-year business course will upon the recommendation of the principal and a two-thirds vote of the Commercial School Faculty, receive from the Board of Trustees, a Diploma. Upon the satisfactory completion of any one of the brief courses, or the special courses in Bookkeeping and Arithmetic, or Shorthand and Typewriting, students may receive a Certificate of Graduation.

FOUR-YEAR BUSINESS COURSE.

First Year.

First Semester.	Hrs.	Second Semester.	Hrs.
Theology a (B. of M.).....3		Theology b (B. of M.) .....3	
Commercial Arithmetic a ...5		Commercial Arithmetic b ...5	
or Com. Arith, a2.....3		or Com. Arith. b2.....3	
English a. (Minor Classics)..5		English b (Grammar) .....5	
Bookkeeping a .....5		Bookkeeping b .....5	
Penmanship a .....2		Penmanship b .....2	

Second Year.

Theology c (O. T. History).3	Theology d (O. T. History).3
English c (Rhetoric) .....4	English d (Rhetoric) .....4
Algebra a .....5	Algebra b .....5
or Com. Arith. c2 .....4	Bookkeeping d .....5
Spelling a .....2	Spelling b .....2
Bookkeeping c5	

Third Year.

Theology e (Life of Christ).3	Theology f (Apostolic Age).3
English e (Literature) .....3	English f (Literature) .....3
Shorthand a .....5	or Correspondence a .....3
Law a (Commercial) .....2	Shorthand b .....5
Law c (Parliamentary) .....1	Law b (Commercial) .....2
History a .....3	History b .....3
Civics a .....2	Civics b .....2
	Law d2

Fourth Year.

Theology g (Hist. and Doc.)3	Theology h (Hist. and Doc.) 3
English g (Elective) .....2	English h (Elective) .....2
Physical Geography (Elec- tive) .....3	Economics b .....3
Economics a .....3	Shorthand d .....5
Shorthand c .....5	Physical Geog. b (Elective).3
Elective .....3	Elective3

BRIEF COURSE IN BOOKKEEPING.
First Year.

First Semester.	Hrs.	Second Semester.	Hrs.
Theology a (B. of M.).....3		Theology b (B. of M.) .....3	
Bookkeeping a .....5		Bookkeeping b .....5	
Commercial Arithmetic a ...5		Commercial Arithmetic b ..5	
Penmanship a .....2		Penmanship b .....2	
English a (Minor Classics).5		English b (Grammar)5	

Second Year.

Theology c (O. T. Hist.)...3	Theology d (O. T. Hist.) ...3
Bookkeeping c .....5	Bookkeeping d .....5
Law a (Com. Law) .....2	Spelling b .....2
Law c (Par. Law) .....1	Law b (Com. Law) .....2
Spelling a .....2	Business Correspondence a.3
Com. Arith. c .....2	English d (Elective) .....5
English c5	

SPECIAL COURSE IN BOOKKEEPING AND ARITHMETIC.

One Year.

First Semester.	Hrs.	Second Semester.	Hrs.
Theology a (B. of M.).....	3	Theology b	3
Penmanship a	2	Commercial Arithmetic b ..	5
Commercial Arithmetic a ...	5	Commercial Arithmetic c ..	2
Bookkeeping a	5	Bookkeeping c	5
Bookkeeping b	5	Bookkeeping d	5

BRIEF COURSE IN SHORTHAND AND TYPEWRITING.

First Year.

First Semester.	Hrs.	Second Semester.	Hrs.
Theology a (B. of M.)	3	Theology b (B. of M.)	3
Shorthand a	5	Shorthand b	5
English a (Minor Classics).5		English b	5
Penmanship a	2	Penmanship b	2
Typewriting a	2	Typewriting b	2
Elective	3	Elective	3

Second Year.

Theology c (O. T. Hist.) ...	3	Theology d (O. T. Hist) ...	3
Shorthand c	5	Business Correspondence a.3	
Bookkeeping a	5	Law b (Com. Law)	2
Spelling a	2	or Domestic Art	2
Law a (Com. Law)	2	or Domestic Science	2
or Domestic Art	2	Spelling b	2
or Domestic Science	2	Shorthand d	5
Com. Arith. c	2	Elective	5

SPECIAL COURSE IN SHORTHAND AND TYPE- WRITING.

One Year.

First Semester.	Hrs.	Second Semester.	Hrs.
Theology c (O. T. Hist.) ...	3	Theology d (O. T. Hist.) ...	3
Shorthand a	5	Shorthand c	5
Shorthand b	5	Shorthand d	5
English c (Rhetoric)	4	Typewriting b	2
Typewriting a	2	Business Correspondence a.	3
		Spelling b	2

Note.—Second year students only will be permitted to elect this course.

BOOKKEEPING.

Professor Keeler.
Assistant Maycock.
Assistant Smith.

Students with no previous preparation are first assigned work in the Theory department. This consists of lectures on the Science of Accounts with practical illustrations in debit and credit. The student next learns to "keep books" in double entry by a variety of methods, designed to illustrate various labor-saving journals and devices; and to explain wholesale, retail, and commission business, etc. Along with this work he is required to make out invoices of goods, statements, balance sheets, and

to draw up notes, drafts, and checks according to legal and approved forms.

a. **Science of Accounts.**—This study takes up commercial forms and business principles. The work is largely practical; i. e., making out business papers, opening, posting, and closing books, etc. Five hours, first and second semesters.

b. **Science of accounts.**—Continuation of a including commission business, and corporation bookkeeping. Five hours, first and second semesters.

c. **Business Practice.**—Here actual business is carried on. The Capital invested is Commercial school currency. Buying and selling in the strictest sense becomes, therefore, an everyday experience of the student. He rents places of business and makes out the leases; buys real estate and makes out the deeds; pays freight and express charges for goods received over the Commercial students' railway; makes out invoices of goods sold, and draws up notes for things bought on time; deposits money; in fact, he does business in a natural and sensible way, just as it is done every day. Also a brief course in theoretical banking. Five hours, first and second semesters.

d. **Banking and Expert Bookkeeping.**—Here the student takes his turn in the various business offices and banks. At one time he is wholesaling goods; at another he is in the real estate business; then he is freight agent; and so he occupies positions which develop skill and ability and give valuable experience. This course also embraces a very extensive study in the theory and practice of banking. Auditing accounts, putting in order books out of balance, and straightening old accounts, also form part of this course. Five hours, first and second semesters.

COMMERCIAL ARITHMETIC.

Assistant Professor Warnick.

Assistant Professor Kirkham.

Assistant Maycock.

Assistant Smith.

This study is all that its name implies—arithmetic for business men. Many students on entering the Commercial school need a little “brushing up” before they are able to enter upon this subject. These will find proper places in some of the many arithmetic classes taught daily in other departments.

a. Commercial Arithmetic.—Special attention is given to the applications of percentage, and practice in rapid calculation. Five hours, first and second semesters.

b. Continuation of a.—Special attention is given to interest, true discount, bank discount, commercial paper, partial payments, stocks and bonds, averaging accounts, and partnership settlements. Five hours, first and second semesters.

c. Rapid Calculation.—The person who can add rapidly and accurately; who understands short methods in multiplication and division; who can perform mental operations quickly in fractions, percentage, interest, profit and loss, etc., has a quick resource that is convertible into cash everywhere and at all times. He may have a knowledge of arithmetic, but that does not imply a knowledge of rapid calculation. Arithmetic and Rapid Calculation are not the same. One may know how to solve a problem by employing sufficient time and reasoning processes. Such a person is an arithmetician, but to calculate rapidly and accurately means more than this,—it means the faculty of reading numbers just as we read words and sentences; it means literally to see results at a glance. Daily drills in rapid, accurate adding, short methods in multiplication and division, quick mental operations in fractions, percentage, interest, profit and loss are given. Five times, two hours credit, first and second semesters.

LAW.

Professor Keeler.
Judge Booth.

Every man should be his own lawyer—more for the purpose of keeping out of difficulty than of getting out when in. The student is made acquainted with those features of law that every business man should understand. It should not be understood, however, that this study embraces the whole realm of law, but only such subjects as are most important to business men.

a. **Commercial Law.**—Lectures supplemented by textbooks. This study embraces the subjects of contracts, agency, partnerships, corporations, guaranty, sale of goods, commercial paper, real estate, etc. Richardson's Commercial Law. Two hours, first semester.

b. **Commercial Law.**—Continuation of a. Two hours, second semester.

c. **Parliamentary Law.**—Rules governing the proceedings of legislative bodies, societies, and public gatherings. One hour, first semester.

d. **General Law.**—Lectures on the manner of passing laws, proceedings in court, etc. Two hours, first and second semesters.

PENMANSHIP.

Instructor Reese.

A neat, legible, rapid handwriting is demanded now-a-days, and the student is offered every opportunity for acquiring it.

a. **Business Penmanship.**—Thorough training in position, form, movement and speed. Movement and speed are emphasized until a neat, legible, rapid style of business writing is acquired. Five hours, two hours credit, first and second semester.

b. **Business Penmanship.**—Continuation of a. Five hours, two hours' credit, first and second semesters.

CORRESPONDENCE.

Professor Holt.

To write a business letter and say just what should be said without unnecessary words, and have it free from errors in form and composition, is an accomplishment which few possess. It is demonstrated, however, that those who take this course in correspondence soon develop a remarkable ability for letter-writing. This branch is most important; for young people must learn sooner or later that to save time in business correspondence is one of the means to acquire wealth and lengthen life.

a. **Business Correspondence.**—The art of business and social correspondence from the best models. Five hours, second semester.

SPELLING.

Instructor Reese.

Few people spell well. English orthography is difficult to memorize, hence the need of thorough drill and practice.

a. **Commercial Spelling.**—Five times, two hours credit, first semester.

b. **Commercial Spelling.**—Continuation of a. Five hours, two hours credit, second semester.

SHORTHAND.

Professor Holt.

Instructor Preston.

The value of Shorthand is universally recognized. Business men have learned that there is a better and easier way to conduct correspondence than by the tedious pen process. They have discovered that correspondence which formerly consumed the day may now be disposed of in a few minutes. This has opened the way for the professional amanuensis, and has provided an army of young people with remunerative employment.

a. **Shorthand Principles.**—A careful study of the principles of Shorthand to page 120 of the *Phonographic Amanuensis*, by Jerome B. Howard. Five hours, first and second semesters.

b. **Shorthand Principles.**—Continuation of a, from page 120 to end of text. Five hours, first and second semesters.

c. **Dictation.**—Writing of unfamiliar matter from dictation, transcribing same upon the typewriter. The ability to do neat and accurate work, without reference to speed, is the purpose of this course. Five hours, first and second semesters.

d. **Dictation.**—The writing of unfamiliar matter from dictation, and the transcribing of same continued, special attention being directed to neat and accurate work along with the development of speed. Five hours, first and second semesters.

TYPEWRITING.

Instructor Reese.

Instructor Preston.

a. **Elementary.**—Learning of the keyboard, and the care and use of the different parts of the machine. Practice exercises consist of words, sentences, business letters, and commercial forms. Ten hours practice, two hours' credit, first and second semesters.

b. **Continuation of A.**—Development of speed and accuracy. Ten hours' practice, two hours credit, first and second semesters.

NOTE.—For explanation of other courses see High School division of this catalogue.

The School of Music.

The school of Music gives theoretical and practical instruction in branches indispensable to the educated musician, and has this advantage over private instruction, that by a participation of many in the same studies, a true musical feeling is awakened; a feeling which promotes industry, and prevents one-sidedness—a tendency against which every singer and player, especially during training years, should be on his guard. By singing in the choir daily, by miscellaneous programs, and by concerts and recitals, pupils are afforded opportunity to become accustomed to public performance, and are better able to satisfy the demands which the public makes.

Courses extend over four years. Each pupil applying for admission must undergo an examination, by which it will be ascertained whether he possesses talent necessary for his enrollment. Pupils exhibiting sufficient preliminary knowledge and capacity can at once be placed in upper classes. Should it be thought necessary, such pupils may be required to attend lower classes as “repetition.”

Diplomas are given on the successful completion of either of the courses named below. One hundred forty-four hours' credit will be required for graduation from the Music school.

CONCERTS AND RECITALS.

The concert management brings from far and near the best obtainable talent. Noted singers and performers and even great symphony orchestras have filled successful engagements with us; the large number serving to place admission fees within easy reach of all. Recitals are held each Wednesday in which the teachers and advanced students take part. Thus a varied musical literature is provided free. This has proven itself a source of culture and inspiration to all.

COURSE IN VOCAL MUSIC.

First Year.

First Semester.	Hrs.	Second Semester.	Hrs.
Theology a	3	Theology b	3
Vocal a	2	Vocal b	2
Private Instruction		Private Instruction	
Vocal, 3 to 5 hrs.		Vocal, 3 to 5 hrs.	
Piano, 3 to 7 hrs.		Piano, 3 to 7 hrs.	
English a	5	English b	5
Elocution a	2	Elocution b	2

Second Year.

Theology c	3	Theology d	3
Vocal c	2	Vocal d	2
Private Instruction		Private Instruction	
Vocal, 3 to 5 hrs.		Vocal, 3 to 5 hrs.	
Piano, 3 to 7 hrs.		Piano, 3 to 7 hrs.	
English c	4	English d	4
Elective	3	Elective	3

Third Year.

Theology e	3	Theology f	3
Harmony a	3	Harmony b	3
Private Instruction		Private Instruction	
Vocal, 3 to 5 hrs.		Vocal, 3 to 5 hrs.	
Piano, 3 to 7 hrs.		Piano, 3 to 7 hrs.	
English e	3	English f	3
History a	3	History b	3

Fourth Year.

Theology g	3	Theology h	3
Vocal e	3	Vocal f	3
Private Instruction		Private Instruction	
Vocal 3 to 5 hrs.		Vocal 3 to 5 hrs.	
Piano 3 to 7 hrs.		Piano 3 to 7 hrs.	
German a	4	German b	4
Elective	2	Elective	2

COURSE IN INSTRUMENTAL MUSIC.

First Year.

First Semester.		Hrs.	Second Semester.		Hrs.
Theology a	3		Theology b	3	
English a	5		English b	5	
Vocal a	2		Vocal b	2	
Private Instruction			Private Instruction		
Elect one Instrument	Piano	3 to 7 hrs.	Elect one Instrument	Piano	3 to 7 hrs.
	Organ	3 to 7 hrs.		Organ	3 to 7 hrs.
	Violin	3 to 7 hrs.		Violin	3 to 7 hrs.
	Orchestral Instruments	3 to 7 hrs.		Orchestral Instruments	3 to 7 hrs.
	Band Instruments	3 to 7 hrs.		Band Instruments	3 to 7 hrs.
Mandolin & Guitar		3 to 7 hrs.	Mandolin & Guitar		3 to 7 hrs.
Elective		3	Elective		3

Second Year.

Theology c		3	Theology d		3
English c		4	English d		4
Private Instruction,			Private Instruction,		
Elect one instrument	Piano	3 to 7 hrs.	Elect one instrument	Piano	3 to 7 hrs.
	Organ	3 to 7 hrs.		Organ	3 to 7 hrs.
	Violin	3 to 7 hrs.		Violin	3 to 7 hrs.
	Orchestral Instruments	3 to 7 hrs.		Orchestral Instruments	3 to 7 hrs.
	Band Instruments	3 to 7 hrs.		Band Instruments	3 to 7 hrs.
Mandolin & Guitar		3 to 7 hrs.	Mandolin & Guitar		3 to 7 hrs.
Elective		6	Elective		6

Third Year.

Theology e	.....3	Theology f	.....3
Harmony a	.....3	Harmony b	.....3
History a	.....3	History b	.....3
English e	.....3	English f	.....3
Private Instruction,		Private Instruction,	
Elect one instrument		Elect one instrument	
Piano	.....3 to 7 hrs.	Piano	..... 3 to 7 hrs.
Organ	.....3 to 7 hrs.	Organ	.....3 to 7 hrs.
Violin	..... 3 to 7 hrs.	Violin	.....3 to 7 hrs.
Orchestral Instruments	...3 to 7 hrs.	Orchestral Instruments	...3 to 7 hrs.
Band Instruments	.....3 to 7 hrs.	Band Instruments	.....3 to 7 hrs.
Mandolin & Guitar	.....3 to 7 hrs.	Mandolin & Guitar	.....3 to 7 hrs.

Fourth Year.

Theology g	.....3	Theology h	.....3
German a	.....4	German b	.....4
Private Instruction,		Private Instruction,	
Elect one instrument		Elect one instrument	
Piano	.....3 to 7 hrs.	Piano,	.....3 to 7 hrs.
Organ	.....3 to 7 hrs.	Organ	.....3 to 7 hrs.
Violin	.....3 to 7 hrs.	Violin	.....3 to 7 hrs.
Orchestral Instruments	..3 to 7 hrs.	Orchestral Instruments	...3 to 7 hrs.
Band Instruments	.....3 to 7 hrs.	Band Instruments	.....3 to 7 hrs.
Mandolin & Guitar	.....3 to 7 hrs.	Mandolin & Guitar	.....3 to 7 hrs.
Elective	.....6	Elective	.....6

VOCAL MUSIC.

Private	{	Professor Lund.
		Instructor Jepperson.
		Instructor Taylor.
Ensemble	{	Professor Lund.
		Assistant Professor Reid.

The singing classes of the University have attained an enviable reputation throughout the inter-mountain region. Over two hundred students begin the training of their voices in this school every year. Some of the best of Utah's singers, now well on their way to fame, received their instruction in these classes.

- a. **Reading and Voice-Building.**—Two hours, first semester.
- b. **Reading and Part-singing.**—Two hours, second semester.
- c. **Style Anthems.**—Two hours, first semester.
- d. **Expression.**—Criticism, easy chorus. Two hours, second semester.
- e. **Difficult Quartette and Chorus.**—Three hours, first semester.
- f. **Opera.**—Selection from oratorio and opera. Three hours, second semester.

HARMONY.

- a. **Harmony.**—Common triads. Inversions. Chords of Seventh. Four hours, three hours' credit, first semester.
- b. **Harmony (continued).**—Altered chords. Passing tones. Modulations. Key relations. Four hours, three hours credit, second semester.

PIANO MUSIC.

Professor Lund.

Assistant Professor Reid.

Instructor Borg.

a.—Major Scales. Kohlers First Little Pieces.

b.—All Scales. Kuhner's First Book of Etudes.

c.—Scales in Thirds. Scales in Sixths. Arpeggios. Kuhner's First Book of Instructive Pieces.

d.—Scales Double Thirds; Double Sixths. Kuhner's second and third books of Etudes.

e. Fertigkeit—Czerny. Germer Technic. Kuhner's Fourth Book of Instruction.

f. Sonatas. Bethoven. Lighter pieces from Chopin, Grieg, Schuman, Mendelssohn, etc. Appropriate selections from standard authors will be given.

g. Advanced technic work; Bach's Preludes and Fugues; Sonatas and pieces from standard composers and some of the lighter symphonies.

h. Preludes and Fugues and Concerto.

BAND AND ORCHESTRA.

The Band and Orchestra form necessary complements of the private lessons given by Professors Sauer and Gudmundsen. These organizations aim directly to fit young men for leadership in bands and orchestras.

BAND.

Assistant Prof. Sauer.

a. **Beginner's Band Music.**—The fundamentals of music, pitch, staff, clefs, time, signatures, scales, keys, etc., and the

playing on instruments. Four hours, two hours' credit, first and second semesters.

b. Advanced Band Music.—This course is adapted to those who have had some musical training, but who are not able to play high grade music. The course considers how to interpret music, style, embellishment, expression, tone, time, breathing, and other details. Four hours, two hours' credit, first and second semesters.

c. Regular Band.—Open for those who have completed courses a and b. Four hours, two hours' credit, first and second semesters.

d. Concert Band.—Open for those who have completed courses a, b, and c. Public playing a feature. Individual members will be trained in the art of conducting. Four hours, first and second semesters.

ORCHESTRA.

Assistant Professor Gudmundsen.

a Orchestra Music.—Four hours, two hours' credit, first semester.

b. Orchestra Music.—Continuation of a. Four hours, two hours' credit, second semester.

c. Conducting Band and Orchestras.—One hour, first and second semesters.

MANDOLIN AND GUITAR.

Assistant Professor Sauer.

Not every town can have an orchestra, mainly for the reason that it cannot support one. But every town can have a mandolin and guitar club; and for the purpose of all-round mus-

ical entertainments, this is a simpler but very satisfactory organization. Believing that there is a wide-spread demand for this kind of music, the University has arranged for private lessons on the mandolin and guitar; and as a natural and necessary complement thereto, will conduct mandolin and guitar clubs, membership in which will be open to all as soon as they have attained the requisite degree of efficiency.

a. **Mandolin and Guitar Music.**—Four hours, two hours' credit, first semester.

b. **Mandolin and Guitar Music.**—Four hours, two hours' credit, second semester.

c. **Club Work.**—A number of good selections will be learned. Also practice in conducting clubs. Four hours, two hours' credit, first and second semesters.

d. **Club Work.**—Continuation of c. Four hours, two hours' credit, first and second semesters.

GENERAL INSTRUCTION.

Assistant Professor Reid.

Instruction will be given in music history, technical terms, dictation and analysis, illustrated. This course is a drill in fundamental and technical points that all music students must know. Two hours per week throughout the year.

NOTE.—See High School division of this catalogue for explanation of other courses.

The School of Arts and Trades.

There is a widely growing demand in our industrial environment for the mechanic and practically educated tradesman, not alone in the various manual arts, but in all other branches of technology. Our aim is to fit these conditions, as far as possible, by offering well planned courses under ample facilities. The shops are well supplied with tools and other equipment for practical work in the trades, and arts.

In the art work, opportunity is given to the student who wishes to become an artist; to him who wishes to apply art to mechanism—in other words, make of himself an artist-craftsman; and to him who is fitting himself for teacher or for supervisor.

In the trades and crafts work, the fundamental principles of construction are given in all the lines of work offered; and the work is especially adapted to the conditions and opportunities of this region of country. Emphasis is placed upon the study and possibilities of native materials and their use in industrial work.

In a number of the trades, in domestic science, and in domestic arts, excellent opportunities are given to young men and young women who wish to fit themselves for these vocations of life. The carpenter, the blacksmith, the dressmaker, the milliner, and the cook, will all receive that definite help in method and practice which is needed to make experts in their work.

In establishing trades work, much will be done to perpetuate and develop Western industrial pursuits; while a knowledge of the relationship of arts and crafts, will promote an all-around development of character, and result in acquired skill and refinement.

Following are the departments under the school of Arts and Trades:

Department of Art, embracing Drawing, Design, Draughting, Painting, Illustrating, and Studio work, and offering two courses:

(a) Regular Art, covering four years, including collateral High school studies, and leading to a diploma.

(b) Draughting and Architectural Drawing, covering four years, including collateral High school studies, and leading to a diploma.

Department of Trades, embracing Woodwork and Ironwork, and offering two courses:

(a) Regular Woodwork, covering four years, including collateral High school studies, and leading to a diploma.

(b) Practical Mechanics, covering four years, and including Woodwork, Ironwork and collateral High school branches, and leading to a diploma.

Department of Household Economics, embracing Cooking and Domestic Science, Sewing and Domestic Art, Dressmaking and Millinery, and offering a Home Course, covering four years, embracing collateral High school studies, and leading to a diploma.

Note—The Department of Art is preparatory to the Department of Fine Art of the College. The Department of Trades is preparatory to the Department of Engineering of the College.

ENTRANCE REQUIREMENTS.

Students who do not present certificates of graduation from the eighth grade, must pass entrance examinations identical with those of the Normal school.

GRADUATION.

Diplomas are offered for the following courses:

Regular Art, four years, requiring 144 hours credit.

Draughting and Architectural Drawing, four years, requiring 144 hours credit.

Regular Woodwork, four years, requiring 144 hours credit.

Practical Mechanics, embracing Ironwork, four years, requiring 144 hours credit.

Home Course, four years, requiring 144 hours credit.

EXHIBITIONS.

A special room is set apart for exhibit purposes. The work of the school is constantly on exhibition for the public as well as the students of the University.

The University Gallery of Art, comprising works of eminent Utah artists, is open regularly for the benefit of students and the public.

The Annual Exhibition is held during commencement week.

Each graduating student of the School of Arts and Trades has the privilege of exhibiting his work.

REGULAR ART COURSE.

First Year.

First Semester.	Hrs.	Second Semester.	Hrs.
Theology a	3	Theology b	3
English a	5	English b	5
Drawing a	2	Drawing b	2
Draughting a or e	2	Woodwork a or	
Studio Work	3	Domestic Art a	2
Elective	5	Studio Work	3
		Elective	5

Second Year.

Theology c	3	Theology d	3
English c	4	English d	4
Geometry a	3	Geometry b	3
Drawing c	2	Drawing d	2
Design a	2	Design b	2
Studio Work	2	Studio Work	2
Elective	4	Elective	4

Third Year.

Theology e	3	Theology f	3
English e	3	English f	3
Draughting b or		Agriculture or	
Design c	2	Physical Culture	1
Physiology a	2	Physiology b	2
Zoology a	3	Botany b	5
Botany a	2	Zoology b	3
History c	3	History d	3
Studio Work	2	Studio Work	3

Fourth Year.

Theology g	3	Theology h	3
English g	2	English h	2
History g	3	History h	3
Painting a	2	Painting b	2
Studio Work	5	Studio Work	5
Elective	5	Elective	5

COURSE IN DRAUGHTING AND ARCHITECTURAL DRAWING.

Students taking this course will follow the **Regular Art Course**, making necessary substitutions under the direction of the principal of the school and the professor of Mechanical Drawing.

GENERAL WOODWORK COURSE.

First Year.

First Semester.	Hrs.	Second Semester.	Hrs.
Theology a	3	Theology b	3
Algebra a	5	Algebra b	5
English a	5	English b	5
Woodwork a	2	Draughting b	2
Draughting a	2	Woodwork b	2
Elective	3	Elective	3

Second Year.

Theology c	3	Theology d	3
Geometry a	3	Algebra c	5
Design a	2	Draughting d	4
Draughting c	4	Geometry b	3
Woodwork c	4	Woodwork d	4
Elective	4	Elective	1

Third Year.

Theology e	3	Theology f	3
Geometry c	3	Draughting f	3
Shopwork	4	Woodwork f	4
Draughting f	4	Shopwork	2
Woodwork e	4	Elective	8
Elective	2		

Fourth Year.

Theology g	3	Theology h	3
English c	4	English d	4
Draughting g	4	Draughting h	4
Woodwork g	4	Woodwork h	4
Elective	5	Elective	5

 COURSE IN PRACTICAL MECHANICS.

Students taking this course will follow the General Woodwork Course, making necessary substitutions under the direction of the principal of the school and the director of the Department of Trades.

HOME COURSE.

First Year.

First Semester.	Hrs.	Second Semester.	Hrs.
Theology a	3	Theology b	3
Domestic Science a	2	Domestic Science b	2
Domestic Art a	2	Domestic Art b	2
English a	5	English b	5
Algebra a	5	Design a	2
Drawing a or		Agriculture or	
Manual Tra. a	2	Physical Culture	1
Elective	5		

Second Year.

Theology c	3	Theology d	3
Domestic Science c	4	Domestic Science d	4
Physiology a	2	Physiology b	2
Domestic Art c	2	Domestic Art d	2
Dressmaking a	2	Dressmaking b	2
English c	4	Design c	2
Elective	3	English d	4

Third Year.

Theology e	3	Theology f	3
Dressmaking c	2	Dressmaking d	2
English e	3	English f	3
Domestic Art e	2	Domestic Art f	2
Domestic Art g	2	Domestic Science e	2
History a	3	History b	3
Elective	5	Elective	5

Fourth Year.

Theology g	3	Theology h	3
Nursing a	5	Nursing b	5
Chemistry a	5	Domestic Science f	2
Domestic Art h	2	Domestic Art i	2
Millinery a	2	Millinery b	2
Elective	3	Elective	3

DEPARTMENT OF ART,

Professor Eastmond,
Assistant Professor Aretta Young,
Instructor Campbell,
Instructor Lucile Young,
Instructor Laney,
Instructor Barrett.

DRAWING.

a. **Picture Making.**—Pictures in connection with Nature Study: Correlating with Geography and History; fundamental object drawing motif and anatomical drawing of nature form; color study; free hand perspective sketching. Two hours, first and second semesters.

b. **Object Drawing and Form Study.**—Continuation of a. Emphasis is placed on object drawing; animal drawing; pose drawing; action drawing; possibilities of mediums; principles of design; form study in clay; black-board drawing. Two hours, first and second semesters.

c. **Decorative Composition.**—Progressive exercises involving line, dark and light, and color. School room arrangement and decoration; conventionalization; table decoration, correlated with Domestic Science; pottery design in clay; applied design in other practicable mediums. Two hours, first and second semesters.

d. **Picture Making.**—Review of a, b, c. Charcoal tone study; water color painting; blackboard drawing. Two hours, first and second semesters.

PAINTING.

a. **Pictorial Composition.**—A course for advanced students in drawing comprising a study of the principles of art involved in landscape painting, and decorative composition. Illustration of literature and development of pictures from the study of the Book of Mormon. Study of color in nature and the representation of the seasons in picture. Required, Drawing d or its equivalent. Three hours, first semester.

b. **Pictorial Composition.**—Continuation of a. Water color painting and decorative composition; illustration, involving the figure; Book of Mormon illustration; color in various mediums. Required, Painting a. Three hours, second semester.

STUDIO WORK.

Outlines of work, and general instructions for studio work will be given by the director of the department. Requirement,—Drawing c and d or equivalent, materials and mediums. Hours arranged with instructor.

Note.—For efficient studio work done elsewhere, the student may receive credit. Criticism is given to advanced students on any special line of work in Fine or Applied Art. The work must be exhibited at a regularly specified time for criticism, that the regular art students may receive help as well as the specialist.

DESIGN.

a. **Decorative and Applied Art.**—This course is introduced to benefit students of all lines of manual arts. The principles of art as applied to form and decoration of mechanism and handicraft; correlation of art and crafts; wood carving, phyrography and staining. Attention is given to the beauty of form and line in nature for subjective use. Required, Normal Drawing a or 1 hour Studio work. Two hours, first and second semesters.

b. **Decorative and Applied Art.**—Continuation of a. Furniture design. Emphasis is placed on Applied Art.

c. **Costume Design.**—Study of the model form; pose drawing; adaptation of costume to the figure; study of drapery; color study; draughting of costume. Required, Normal Drawing A, or 1 hour Studio work. Two hours, first and second semesters.

Note.—Design a will be divided into two sections, a-1 for gentlemen and a-2 for ladies.—This division is necessary as the respective students correlate with different phases of construction and apply the principles of art to different lines of material.

DRAUGHTING.

a. **Mechanical Drawing.**—This course embraces a thorough training of the hand and eye in outline drawing of models and objects; instrumental drawing of plane and geometric figures; and mounting of paper. Two hours, first and second semesters.

b. **Mechanical Drawing.**—Use and care of instruments; practice in lettering; continuation of geometrical figure drawing; instruction in simple projection. Required, Draughting a and Plane Geometry. Two hours, first and second semesters.

c. **Machine Design.**—This course begins with the designing and drawing of elementary parts of machines. Plan and elevation drawing. Methods of representing sections. Required, Draughting a and b. Four hours, first and second semesters.

d. **Machine Design.**—Continuation of c. Finishing drawings for the pattern shop. Required, Draughting d and f. Four hours, first and second semesters.

e. **Mechanical Draughting.**—A course designed for students of Domestic Art and Dressmaking. Use of Geometric design. Two hours, first and second semesters.

f. **Architectural Drawing.**—Working drawing; tracing and

blue printing. Required, Draughting a and b, Design a. Four hours, first and second semesters.

g. **Architectural Drawing.**—Free hand and ornamental drawing. Required, Draughting a and b, Design a. Four hours, first and second semesters.

DEPARTMENT OF TRADES.

Instructor Campbell.
Instructor Laney,
Instructor Anderson,
Instructor Lucile Young,
Instructor Glazier,
Assistant Wakefield.

WOODWORK.

a. **Elementary Woodwork.**—Care and use of tools, sawing, planing, mortising, and tenoning. Five hours practice each week. Draughting a required. Two hours' credit, first and second semesters.

b. **Elementary Woodwork.**—Continuation of course a. Dovetailing, miter-sawing, bracket-framing, and practice in making simple articles such as dovetail-boxes, drawers, shelves, toilet-cabinets. Required Woodwork a and Draughting b. Five hours' practice each week. Two hours' credit, first and second semesters.

c. **Advanced Woodwork.**—This course embraces a general line of practical work. Principles previously learned utilized in practical cabinet-work. Part of the time will be devoted to exercises in turning. Required, Draughting c. Eight hours' practice each week. Five hours' credit, first and second semester.

d. **Advanced Woodwork.**—This course embraces all principles necessary for high grade cabinet work and most of the

time will be devoted to construction of the same. Design a required. Eight hours' practice per week. Four hours credit, first and second semesters.

e. Advanced Woodwork.—Harmony and proportion, plain stair-building, and a general line of practical exercises with instruction on the construction and finishing of high-grade cabinet work. Eight hours' practice each week. Course c of the High school required. Credit and hours arranged with instructor. First and second semesters.

f. Advanced Woodwork.—Theory of building from drawings with practical illustration in roof-building, in plain and complicated forms, and a general line of carpenter work. Eight hours' practice each week. Required, Architectural Drawing. Hours of credit and work arranged with instructor. First and second semesters.

IRON WORK.

a. Blacksmithing.—Squaring of Iron. The fundamental principles of welding. Elementary principles of Blacksmithing. Students will have practice in making common useful articles, such as rings, chains, hooks, bolts, nuts, etc. Eight hours' work per week, four hours credit. First and second semesters.

b. Blacksmithing.—Continuation of A. Students will make chisels, springs, nail sets, fire tongues, etc. Steel work. The tempering of steel. Eight hours' work per week, four hours credit. First and Second semesters.

c. Blacksmithing and Horseshoeing.—Advanced work in welding; making of wagon wrenches, etc., will also have practice in fitting and nailing horseshoes, welding, repairing, tire-setting, etc. Eight hours' work per week, four hours' credit. First and second semesters.

d. Blacksmithing, Filing, Welding.—Advanced work in iron and steel. Making of picks, hammers and other useful articles. Setting of wagon tires, forging of fancy scroll work for gates, etc. Eight hours work per week, four hours credit. First and second semesters.

DRESSMAKING.

Aim and Requirements.—To obtain a certificate requires the entire time of the student for two years. Other lines of work having a bearing upon Dressmaking are followed, that the student may have a thorough understanding of the major subject. The course is designed, also, to fit young women for home work. In this department work is done for the public as in regular establishments. The advanced students are allowed to do some of this outside work under the supervision of the teacher and may receive remuneration. The designing of dresses is studied from an artistic point of view, giving the opportunity to use originality, good judgment, and taste in adapting fashions to the form. The student is required to study Physiology and Physical Culture as a means of understanding that the costume should be fitted to the well-developed, well-proportioned, form and not the form fitted to the costume.

a. Elementary Dressmaking.—Practice in sewing as related to dressmaking and special drill in technicalities. Shirt waist, drop-skirts and plain skirts are made in this class. Two hours' lecture work and four hours' practice per week. First and second semesters. Domestic Art a is required.

b. Elementary Dressmaking.—Continuation of a, with drafting of complete dress patterns, and cutting and fitting. Six hours' practice. Two hours credit, second semester.

c. Advanced Dressmaking.—Continuation of c, with special stress on art in dress. Tailor made gowns. Four two-hour periods, second semester.

d. Advanced Dressmaking.—Drafting, fitting and finishing of dresses, continued. Development of contemporary styles. Hygienic and artistic dress designing. Study of color; drapery and trimming continued. Four two-hour periods, first semester.

MILLINERY.

Students are required to furnish their own materials for hats as needed. All hats made belonging to the students furnishing the materials.

a.—This course involves foundation work, and gives practice in building frames both of buckram and wire; illustrating the difference between the winter and summer classes of work; giving special attention to the study of outline from the selection of fabrics, and a general course of study in the different uses to which they may be applied; also takes up a consideration of native and foreign constructional material.—Two hours, first semester.

b. Continuation of a, including a study of the artistic, the blending of colors, and general harmony of outline; the development of originality, use of trimming and consistency of subject. Two hours, second semester.

DEPARTMENT OF HOUSEHOLD ECONOMICS.

Professor Young,
Professor Ward.

DOMESTIC SCIENCE.

a. **Foods.**—An inductive study of food materials and fundamental principles of cookery. Practice given in cooking vegetables, cereals, and meats. Two hours, first semester.

b. **Foods.**—Continuation of a taking up flour, milk, eggs, and their combinations. Each section will serve a luncheon. Two hours, second semester.

c. **Food and Dietetics.**—This course makes a study of food materials from the following standpoints: classification, nutritive value, digestibility, cost, and changes produced in cooking. Practice given in putting up fruits, and preparing soups, entrees, vegetables, fish, and poultry. Two recitation and two laboratory periods per week, four hours credit, first semester.

d. **Food and Dietetics.**—Continuation of c. This course takes up the planning, cooking, and serving of meals; and con-

siders the influence of age and occupation upon the amount and kind of food needed by the body. Practice given in making bread, pastry, cake, salads, and desserts. Four hours, second semester.

e. Home Sanitation.—This course deals with the home as a factor in health, and includes a study of the following topics: Situation, structure, heating and ventilation, water supply, disposal of waste, furnishing, and cleansing. Handbook on Sanitation by Price used as text. Two hours, first semester.

f. Invalid Cooking.—The principles of feeding in disease, with practice in preparing food for the sick and convalescent. Two hours, second semester.

DOMESTIC ART.

Each student must see that she is provided with the required material for needlework. By judicious foresight she may do work for others thus lessening her own expenses.

a. Hand Sewing.—The various stitches and their application. Elements of sewing, their application in making of simple articles of clothing. Study of material. Darning and mending. Two hours, first and second semesters.

b. Machine Sewing.—Study of the mechanism of the sewing machine and its care. Elements of sewing and their application in making lingerie; scientific development of patterns; study of material; darning and patching continued. Two hour period two times a week, first and second semesters.

c. Hand and Machine Sewing.—Continuation of b. Two hours, three times, first and second semesters.

d. Art Needlework.—The work here is largely imitative. Mexican drawn-work, Teneriffe lace. Required Drawing a, Domestic Art a. Two hours, first semester.

e. Crocheting and Knitting.—Two hours, second semester.

f. Modern Point Lace.—Lace stitches and elementary study and development of designs applicable to point lace. Various pieces of lace made after original designs, by students.

Supplementary study: Lace, its history and classification. Requirement. Domestic Art a and Drawing a. Two hours, first and second semesters.

g. Point and Bobbin Lace.—Continuation of f. Two hours, first and second semesters.

h. Embroidery.—Simple embroidery stitches and their use in decoration of fabrics. Study of embroideries developed by different nationalities. Development of design of similar character by students. Application of same in articles of embroidery. Study of color and decorative design. Design a must be taken as a supplementary study. Required, Domestic Art a and Drawing a. Two hours, first and second semesters.

i. Embroidery.—Advanced work. Study of embroidery as developed by the different nationalities. History of embroidery. Color harmony and design. The latter includes water color studies of flowers as an essential preparation for embroidering natural designs. Design b must be taken as a supplementary study. Requirements: Domestic Art a and b, and Drawing a and b. Two hours, first and second semesters.

j. Art Needlework.—Advanced work in all of the above subjects. Design and color continued. Two hours, first semester.

k. Art Needlework.—Continuation of advanced work. Two hours, second semester.

Note.—See High School division of this catalogue for explanation of other courses.

THE SCHOOL OF AGRICULTURE.

The science of Agriculture has grown rapidly during the last few years. The man who understands his work can now make a better and easier living on the farm than in most of the over-crowded professions. Moreover, there is a steadily grow-

ing demand for teachers of Agriculture and for agricultural investigators and experts. Clear-headed young men who are reading the signs of the times, will qualify themselves for agricultural work, and thus reap the profits, financial, intellectual, and moral, that are awaiting those who join the most rapidly growing profession of the day.

This school gives instruction in practical and theoretical Agriculture, Horticulture, and Stockfeeding. It aims especially to prepare young men for actual and profitable work on the farm, but it also provides for the training of teachers of Agriculture, and of the diffusion of agricultural information among all classes of students.

A four-year high school course in Agriculture leading to a diploma is offered to the regular students of this department. Those who complete the prescribed subjects are prepared for practical work on the farm or for the teaching of Agriculture. The course is so arranged that graduates from it, who desire college work, have the necessary preparation for entering the best colleges of the land. A two-year course, leading to a certificate, is also offered for those who are unable to give more time to school work, and who wish to prepare themselves as well as possible, for successful farm life. This course differs from the high school course in that it contains fewer subjects of general educational value.

Besides these regular courses, special Farmers' Courses of five weeks each are given to ambitious farmers, who are willing to sacrifice that much time in order to learn some of the modern revelations concerning Agriculture. These courses begin about November 25 and February 11 of each year. Special students, who desire simply a general acquaintance with modern Agriculture, are also welcomed.

A competent and well equipped faculty in Agriculture has been secured. The teachers have had considerable experience in the teaching and practice of this important science. Besides, they have all had first-class scholastic training. They are all Western men, and understand Western conditions. This cannot be said by any other Western school offering work in Agriculture.

The work in the School of Agriculture is thoroughly modern, and especially adapted to Western needs.

HIGH SCHOOL COURSE IN AGRICULTURE.

First Year.

Theology a (Book of Mor- mon) .....3	Theology b (Book of Mor- mon) .....3
Algebra a .....5	Algebra b .....5
English a (Grammar Com- position, Classics) .....5	English b (Classics) .....5
Physiography a .....3	Physiography b .....3
Agriculture a (Elementary).4	Agriculture b (Elementary).4
—	—
20	20

Second Year.

Theology c (Old Testament)3	Theology d (Old Testament)3
Geometry a .....3	Geometry b .....3
English c .....4	English d .....4
Zoology a .....3	Zoology b .....3
Physiology a .....2	Physiology b .....2
Agriculture c (General Horticulture) .....4	Agriculture d (Feeding & Breeding) .....4
Woodwork .....1	Ironwork .....1
—	—
20	20

Third Year.

Theology e (New Testa- ment) .....3	Theology f (New Testa- ment) .....3
English e (Literature) .....3	English f (Literature) .....3
Physics a .....4	Physics b .....4
Botany a .....2	Botany b .....2
Foreign Language or elective .....4	Foreign Language or Elective .....4
Agriculture e (Soils & Irri- gation) .....4	Agriculture f. (Veterinary Science) .....4
—	—
20	20

Fourth Year.

Theology g (Church Hist.)..3	Theology h (Church Hist.)..3
English g (Classics & Rhetoric) .....3	English h (Classics & Rhetoric) .....3
Chemistry a .....4	Chemistry b .....4
Foreign Language or Elective) .....4	Foreign Language or Elective) .....4
Geology a .....2	Geology b .....2
Agricultural Elective .....4	Agricultural Elective .....4
Agriculture g (Arid Farming) or Agriculture i (Commercial or Fruit & Vegetable growing) or Agriculture k (Dairying)	Agriculture h (Plant Diseases & Insect Pests) or Agriculture j (Sheep & Cattle Business) or Agriculture l (Current Agricultural Literature)
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20	20

TWO YEAR COURSE IN AGRICULTURE.

First Year.

Theology a (Book of Mormon)3	Theology b (Book of Mormon)3
English a Grammar Composition, Classics) .....5	English b (Classics) .....5
Algebra a .....5	Algebra b .....5
Agriculture a (Elementary).4	Agriculture b (Elementary).4
Carpentering .....3	Agr. d (Feeding & Breeding of Animals) .....4
—	—
20	20

Second Year.

Theology c (Old Testament)3	Theology d (Old Testament)3
English c (Rhetoric).....4	English d (Rhetoric) .....4
Agriculture c (Horticulture).4	Agriculture f (Veterinary culture) .....4
Agriculture e (Soils & Irrigation) .....4	Agriculture j (Plant Diseases) .....3
Bookkeeping a .....3	Civil Government .....2
Ironwork .....2	Ironwork .....2
—	—
20	20

AGRICULTURE.

Professor Widtsoe.

Professor Merrill.

Professor Homer.

a. **Elementary General Agriculture.**—This course deals with the fundamental principles underlying the profitable production of animals and plants; including a comprehensive study of soils and the proper treatments that they should receive in order to give the largest and best crops. The instruction is given by lectures and recitations. One period a week is devoted to laboratory work in which demonstrations are made of the principles discussed in the class room. This course is a necessary introduction to all the succeeding courses in agriculture. Four hours, first semester.

b. **Elementary General Agriculture.**—Continuation of a. Four hours, second semester.

c. **General Horticulture.**—This course includes the study of the principles of fruit-growing, with practice in the propagation and care of plants; the consideration of practices in orchard management, handling, packing, storing, and marketing of crops; and adaptation of varieties to climate, soil, etc.; practice in describing, classifying and judging fruits; exercises on the growing and marketing of vegetables, and greenhouse crops; visits to orchards and nurseries. The splendid orchards within a short distance of the University offer great help for the students of this course. Four hours, first semester.

d. **The Feeding and Breeding of Live Stock.**—In this course are discussed the principles that underlie the proper methods of feeding all classes of live-stock. Special attention is given to the proper combinations of the feeding stuffs produced in the West. The study of the various breeds and their relative values is also considered, together with the laws of animal breeding which will enable the farmer to maintain the highest grade of livestock on the farm. Excursions to several

pure bred herds are required in this course. Four hours, second semester.

e. Soils and Irrigation.—This course, which is important for all western farmers, is a study of the relations of soils to water. It includes the study of the different kinds of soils found in the West; their water retaining properties; the amounts of water that they will hold; the cause and cure of alkali; the right amount of water to apply to different soils for the production of crops, and the best methods of applying irrigation water. Laboratory work and excursions to irrigation plants form a part of this course. Four hours, first semester.

f. Veterinary Science.—This course is devoted primarily to the study of the proper care of animals, both in health and disease. Much time will be devoted to the study of the common ailments of domestic animals. Frequent demonstrations will be given; and the students will receive practice in treating sick animals. This class meets four times a week. At least one period a week is given to demonstration and laboratory work. Four hours, second semester.

g. Arid Farming.—This course is practically a continuation of agriculture e. It is a study of the relation of plants and soils to very small quantities of water; and of the methods under which crops may be produced in the West without irrigation. Large arid farm districts in the neighborhood of the University, make possible a number of excursions for the purpose of studying directly, methods of successful arid farmers. Four hours, first semester.

h. Plant Diseases and Insect Pests.—A study of the habits and life history of the more common insects, especially those that are destructive to farm and orchard crops; methods of preventing or controlling their ravages; practice in the making of spraying mixtures and use of spraying apparatus. This course includes also a careful study of the more common diseases to which plants are subject, together with such remedies as are known at the present time. Four hours, second semester.

i. Commercial Fruit and Vegetable Growing.—This course is arranged for the wants of students who desire to go into fruit and vegetable growing on a large scale; or to specialize

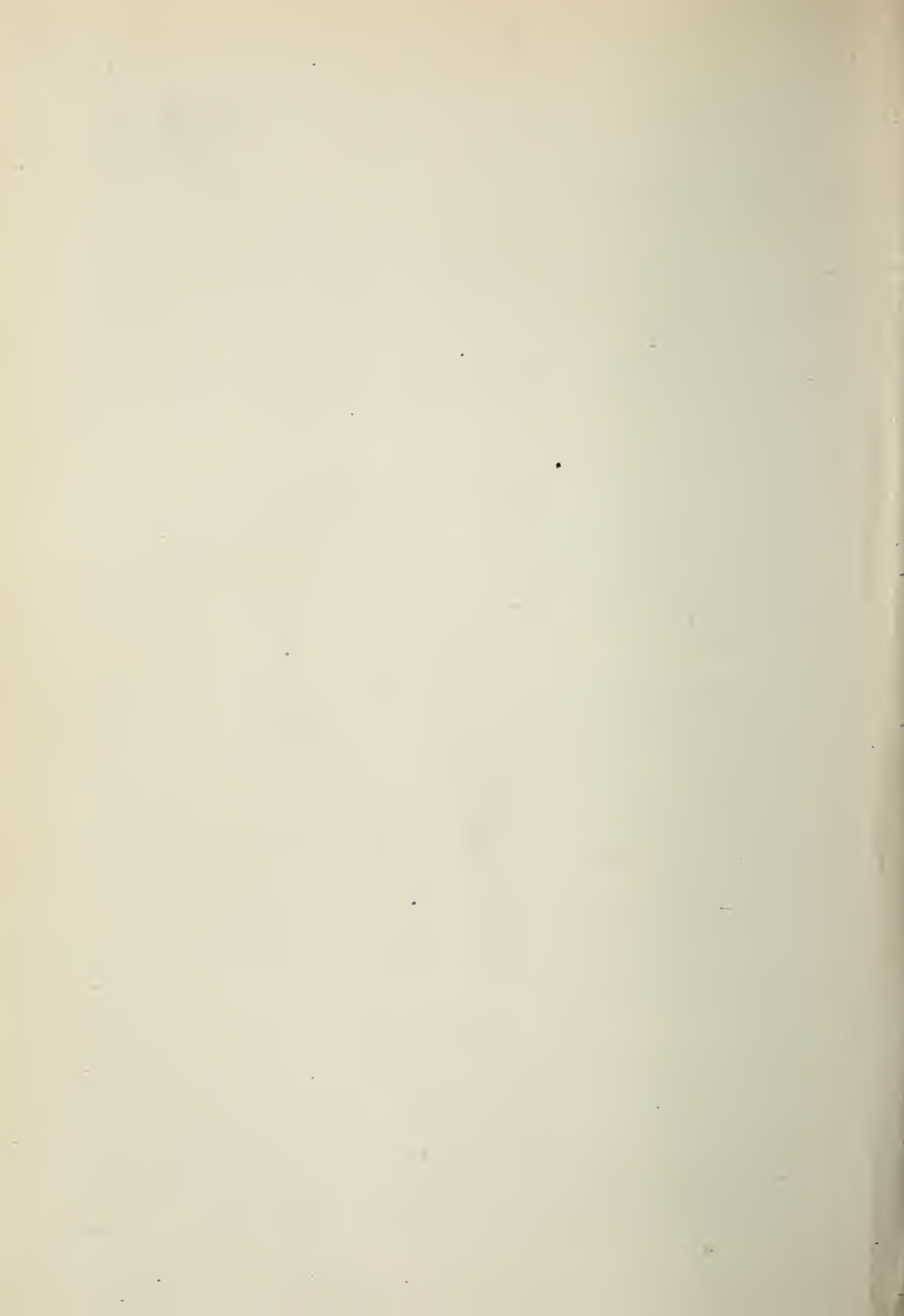
along these lines of agriculture. The course will consist largely of the study of the successful commercial orchards and gardens in this neighborhood, and the examination of the literature on the subject. Four hours, first semester.

j. Sheep and Cattle Business.—This course, like agriculture i, is a special course, and is intended for those who intend to follow, mainly, the sheep and cattle business. The instructions in this course will consist of a study of the present conditions of the business in this country and the conditions under which the cattle and sheep business can be made most profitable. Frequent excursions will be a regular part of this course. Four hours, second semester.

k. Dairying.—In this course, the instruction will be for those who intend to take up dairying as a main pursuit. The conditions under which milk, butter, and cheese production can be made profitable will be investigated. This will include particularly the study of the right methods of caring for and feeding the dairy cow. Practice in butter and cheese making will be given. Four hours, first semester. .

l. Current Agricultural Literature.—In a rapidly growing science like that of agriculture, it is very important that the new developments be understood and practiced as soon as possible after they are made public. This course, therefore, deals with a careful study of the various current agricultural publications of the country; with practice in gathering information on different subjects that may be chosen. The students will also be made familiar with the present advances which are being made in agricultural science. Four hours, second semester.

Note.—See High School division of this catalogue for explanation of other courses.



Preparatory School.

Wm. H. Boyle, Principal and Instructor.

R. H. Sainsbury,

B. T. Higgs, Jr.,

Hyrum Manwaring,

Ashley Bartlett,

Hans C. Peterson,

Assistants.

The work of this school is adapted for young people below the High school grade who are somewhat advanced in years, and whose opportunities have been too limited to complete the public school curriculum as far as the eighth grade. There are no entrance requirements other than the desire to work and the determination to be a lady or a gentleman. The studies are adjusted to the needs of the students. The work is not described as seventh, eighth, or any other specific grade; it is suited to the capacity of the students, whatever that may be. Special teachers are provided to assist those who are not prepared to enter regular classes.

Grown-up young people may enter this school without feeling the chagrin that often results from mingling with younger and smaller students in the public schools. Students of the Preparatory school have the same general privileges as those in the High school. The University is noted for the absence of social distinctions among its students.

Many young people in this department have finished, in a remarkably brief time, the entire requirements to the High school. During the past year, two hundred and thirty-five students were enrolled in the school, with ten instructors and tutors. Forty-one of these students received, at the end of the year, certificates of graduation entitling them to enter upon High school work.

EXPLANATION OF STUDIES.

FIRST SEMESTER—FIRST YEAR.

Theology.—Biographies of prominent characters in the history of the Church. Three days, one hour each day.

Reading.—"Stepping Stones to Literature," seventh book. Five days, one-half hour each day.

Grammar.—"Graded Lessons in English," Reed and Kellogg, pages 1-95; supplemented with composition. Five days, one hour each day.

Arithmetic.—"The Milne Arithmetic." Book II, page 90-170. Five days, one hour each day.

Geography.—"Redway's Natural Advanced Geography." Three days, one hour each day.

Spelling.—Five days, one-half hour each day.

Penmanship.—Both vertical and slant systems will be taught. Three days, one hour each day.

SECOND SEMESTER—FIRST YEAR.

Theology.—Biographies of Book of Mormon characters. Three days, one hour each day.

Reading.—"Stepping Stones to Literature," seventh book continued. Five days, one-half hour each day.

Grammar.—"Graded Lessons in English," Reed and Kellogg, pages 95-164, supplemented with composition. Five days, one hour each day.

Arithmetic.—"The Milne Arithmetic," Book II, pages 170-230. Five days, one hour each day.

Geography.—"Redway's Natural Advanced Geography." Three days, one hour each day.

Spelling.—Five days, one-half hour each day.

Penmanship.—Same as first semester, continued. Three days, one hour each day.

FIRST SEMESTER—SECOND YEAR.

Theology.—Life of Christ. Three days, one hour each day.

Reading.—"Stepping Stones to Literature," eighth book. Five days, one-half hour each day.

Grammar.—Reed and Kellogg's "Higher Lessons in English," pages 1-148. Composition once a week. Five days, one hour each day.

Arithmetic.—"The Milne Arithmetic," Book II, pages 230-263. Five days, one hour each day.

Spelling.—Five days, one-half hour each day.

Penmanship.—The aim is to acquire a good, legible hand. Upon reaching the standard, students may be excused from class recitations. Three days, one hour each day.

Geography.—"Tarr and McMurray's Complete Geography." Three days, one hour each day.

History.—"Thomas's History of U. S." Two days, one hour each day.

SECOND SEMESTER—SECOND YEAR.

Theology.—The life of Christ, continued. Three days, one hour each day.

Reading.—"Stepping Stones to Literature," eighth book. Five days, one-half hour each day.

Grammar.—Reed and Kellogg's "Higher Lessons in English," pages 148-312. Composition once a week. Five days, one hour each day.

Arithmetic.—"The Milne Arithmetic," Book II, pages 263-418. Five days, one hour each day.

Geography.—"Tarr and McMurray's Complete Geography," continued. Three days, one hour each day.

Spelling.—Five days, one-half hour each day.

Penmanship.—The aim is to acquire a good, legible hand. Upon reaching the standard, students may be excused from class recitations. Three days, one-half hour each day.

History.—"Thomas' History of U. S." continued. Two days, one hour each day.

MISSIONARY DEPARTMENT.

Elder O. W. Jarvis,
Professor Lund,
Miss Holbrook.

ENTRANCE REQUIREMENTS.

Admission to this department is free, with the exception of one dollar library fee charged all students. Reasonable preparation—such as to equal at least the seventh grade work of the district school—will be required of all students entering this department. Where applicants present themselves with inefficient preparation, they will be recommended to take a semester or two in the Preparatory school previous to entering the Missionary classes.

THE CURRICULUM.

The courses in the Missionary department, with the exception of the classes in English, have been laid out by the Church Board of Examiners in consultation with the First Council of Seventy. They embrace a range of information considered necessary for Elders in the field.

THE CALL.

Young men and young women can become members of this department only through a call made by the First Presidency. They must therefore consider themselves on a mission as truly as if called into the field; or, in other words, they must consider themselves, so far as character and deportment are concerned, as representatives of the Church of Jesus Christ of the Latter-day Saints, and must be willing to make the same sacrifice to complete the course that they would to complete a mission, and remember that an honorable release is obtainable only through the authority that called them, or by the termination of the course.

CLASS ORGANIZATION.

For the purpose of getting nearer to one another and of taking their place properly in all school contests, the Missionary students form themselves into a class, with president, secretary, treasurer, constitution and by-laws, banner, class-colors, and all the other adjuncts of student organization.

GENERAL LECTURE COURSE.

In order to increase the range of general information on the part of Missionary students, to the end that they shall be better prepared on many incidental questions which they are likely to meet in the field of labor, a course of general lectures has been established on subjects like the following: "Getting Ready for Departure;" "What to Take and Not to Take on a Mission;" "Things well to know in Traveling," "Proper Missionary Deportment;" "Special Requirements in the Missionary Field;" "How to Make Friends and Conciliate Enemies," etc. These subjects will be treated by experienced members of the University Faculty, also by Mission presidents, returned Elders, and prominent brethren whenever occasion shall bring them to us, so that their services can be obtained.

INCIDENTAL WORK.

To the end that Missionary students may get all the practice possible, repetition classes, of eight or ten members each, under a competent leader, are formed to discuss the doctrines and principles set forth in the regular class work, and also to give further opportunity for the bearing of testimonies. These classes have proved of great value in leavening the worldliness of young men; on the principle that it is what we do, not what we learn, that moulds character. Another equally useful student class is what Dr. Maeser used to call a General Theological meeting. Students succeed each other in presiding, leading in singing, acting as secretary, preaching a discourse, answering questions, and bearing testimony—all more or less extempore, and sometimes impromptu. At these meetings all members of the class are present and visitors are invited.

GENERAL DIRECTIONS.

Missionary students will present to the president the letters calling them to take the course. After that they will take the same steps to be admitted and be governed by the same rules and regulations as other students. See instructions elsewhere in this catalogue.

EXPLANATION OF COURSES.

THEOLOGY.

a. **Principles of the Gospel.**—A study of the principles of the Gospel and their application, using the standard works of the Church. Special emphasis will be placed on becoming acquainted with the lines of evidence supporting the doctrines of the Church. Five hours, first semester.

b. **Continuation of a.**—Five hours, second semester.

c. **Church History.**—A study of the leading events in ecclesiastical history, and especially in the founding and development of the Church of Jesus Christ of Latter-day Saints. Five hours, first semester.

d. **Continuation of c.**—Five hours, second semester.

READING.

a. **Scripture Reading.**—A selected course of reading aloud from the Scriptures, intended to train the students in the art of reading and comprehending the written word of God. Throughout the course attention is paid to correct pronunciation, distinctness of utterance, breathing exercises, etc. Three hours, first semester.

b. **Continuation of A.**—Three hours, second semester.

SINGING.

a. **Singing.**—Practice in part singing, the object being to acquaint young men with the most useful and popular missionary hymns. In this course the Y. M. M. I. A. and Missionary Song book is used. Two hours, first semester.

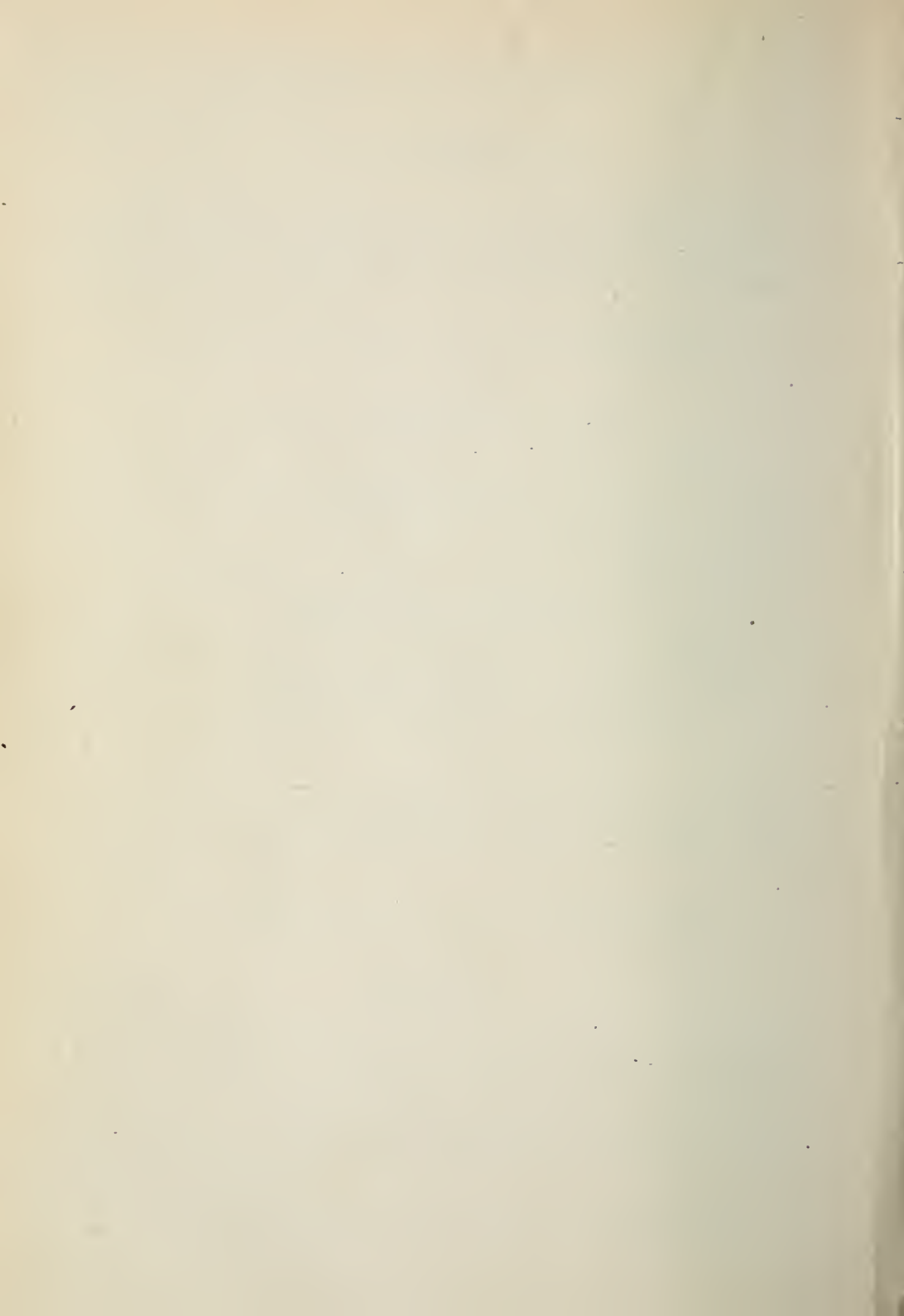
b. **Continuation of A.**—Two hours, second semester.

ENGLISH.

A course in English, either elementary or advanced, will be pursued throughout the year by each Missionary student who does not elect a course in foreign language. Five hours, first and second semesters.

FOREIGN LANGUAGES.

Students preparing for foreign missionary work may take a course in German or Spanish, in lieu of English.



Alumni Officers.

J. WM. KNIGHT, President.

IRA N. HINCKLEY, First Vice-President.

LEAH DUNFORD WIDTSOE, Second Vice-President

EDWARD H. HOLT, Secretary.

F. G. WARNICK, Corresponding Secretary.

JOHN T. REESE, Treasurer.

HEBER C. JEX, Member Executive Committee.

MRS. C. A. GLAZIER, Member Executive Committee.

Graduates, 1905-6.

COLLEGE.

CHESTER G. VANBUREN, Bachelor of Science.

ELBERT H. EASTMOND, Bachelor of Pedagogy.

IDA S. DUSENBERRY, Bachelor of Pedagogy.

FANNIE McLEAN, Bachelor of Pedagogy.

NORMAL SCHOOL.

X HERMES PETERSON,	X SARAH ODEKIRK,
? ORSON D. CAMPBELL,	X ADA CRAM,
X BERTIE CROSBY,	X JOSEPH RALPH WILKINS,
X F. G. ESKELSON,	X ALFRED L. KELLY,
X SHERWIN MAESER,	X MARY POWELSON,
X SOREN J. RAWLINSON,	X L. JOHN NUTTALL,
X FLORENCE BULLOCK,	X JOSEPH A. ANDERSON,
X OSCAR WILKINS,	X JOHN R. LLEWELLYN,
X ALBERT L. YATES,	X ELLA DEAL,
? LUCILE YOUNG,	X J. ROBERT ROBINSON,
? ROBERT H. SAINSBURY,	? HYRUM MANWARING,
? RAYMOND PARTRIDGE,	? ANGUS WOODBURY, — ?
? B. T. HIGGS, JR.,	X MINNIE TAYLOR,
X LOLA B. WHITE,	MARY BARTHOLOMEW,
X NELLIE CLYDE,	X ADAR TAYLOR.

HIGH SCHOOL.

X DANIEL L. PACK,	X JOSEPH C. CLARK,
X JOSEPH SUDWEEKS,	X GEORGE T. BURRIDGE,
X MARION E. WAKEFIELD,	HORACE MERRILL,
X ARCHIE V. WATKINS,	X A. R. DUKE.
X ELLA DEAL,	

COMMERCIAL SCHOOL.

JOHN P. McGUIRE,	F. G. WARNICK,
LEONARD E. ADAMS,	GEORGE BARTHOLOMEW,
THOMAS W. SMITH,	GEORGE C. LINDSAY,
JOHN E. HAYES,	GEORGE P. PARKER,
JOHN T. REESE,	J. A. STALLINGS.
J. CARL ALLRED,	

MUSIC SCHOOL.

EFFIE HOWE,	JOHN BOWN,
NELLIE BUCKLEY,	ESTHER COOMBS,
JOHN S. JOHNSON,	LUTHER K. STEWART.
ANNA PARKINSON,	

Enrollment of Students.

JUNIORS.

Boyer, Dell D., Springville.	Holdaway, Etna, Provo.
Fletcher, Harvey, Provo.	Jarvis, O. W., Provo.
Harris, Frank Cardston, Canada.	Sainsbury, R. H., Provo.
Hill, G. R., Springville.	

SOPHOMORES.

Boyle, W. H., Provo.	Peterson, H. C., Hooper.
Johnson, Jas., Provo.	Partridge, Ray, Provo.
Jones, S. H., Provo.	Rawlings, W. S., Provo.
Jacob, Elmer, Provo.	Schofield, Nellie, Provo.
Jacob, Clarence, Provo.	Snow, W. J., Provo.
Ollerton, J. A., Parowan.	Walsh, J. R., Farmington.

FRESHMEN.

Adams, L. E., Am. Fork.	McGuire, John P., Heber.
Alder, J. A., Manti.	Nokes, C. M., Riverton.
Alleman, J. W., Springville.	Nuttall, L. John, Provo.
Allred, J. Carl, Chester.	Odekirk, Sarah, Vernal.
Anderson, Jos. A., Salina.	Oliver, Nellie, Provo.
Bartholomew, Mary, Fayette.	Pack, Daniel L., Kamas.
Bartholomew, G. M., Fayette.	Parker, G. P., Am. Fork.
Bennett, Frank, Provo.	Peterson, Hermes, Pl. Grove.
Bird, Frances, Springville.	Pike, Hattie, Provo.
Borg, Georgia, Mt. Pleasant.	Powelson, Mary, Goshen.
Brown, Gertrude, Provo.	Preston, Sadie, Am. Fork.
Brown, Sytha, Provo.	Rawlinson, S. J., Oak City.
Bullock, Florence, Pl. Grove.	Reese, J. T., Frisco.
Burrige, Geo., Provo.	Robinson, J. Robt., Coalville.
Buss, Fred, Provo.	Robinson, Jane A., Coalville.
Clark, J. C., Panguitch.	Sainsbury, R. H., Provo.
Clyde, Nellie, Heber.	Smith, T. W., Preston, Idaho.
Cram, Ada B., Provo.	Smith, H. G., Lehi.
Crosby, Bertie, St. George.	Snow, Perry G., Manti.
Deal, Ella, Springville.	Stallings, J. A., S. L. City.
Duke, A. R., Heber.	Taylor, Minnie, Vernal.
Dunn, Hannah, Provo.	Taylor, Adar, Salem.
Eskelson, F. G., Francis.	Thatcher, Lizzie, Provo.
Hayes, John E., Pl. Grove.	Vance, H. S., Provo.
Higgs, John E., Pl. Grove.	Walsh, Bertie, Farmington.
Holbrook, Ora L., Provo.	Watkins, A. V., Vernal.
Higgs, B. T., Jr., Provo.	White, Lola B., Springville.
Howe, Effie, Provo.	Wilkins, O. W., Peoa.
Jepperson, Florence, Provo.	Wilkins, J. R., Sp. Fork.
Kelly, A. L., Brigham.	Woodbury, Angus, St. George.
Llewellyn, J. R., Fountain Green.	Yates, A. L., Lehi.
Lindsay, G. C., Heber.	Young, Lucile, Provo.
Maeser, Sherwin, Beaver.	Young, Nora E., Provo.
Manwaring, Hyrum, Mapleton.	

HIGH SCHOOL STUDENTS.

THIRD YEAR.

A.

Alder, Byron, MantiA&I Anderson, A. P., Fillmore...N

B.

Bradley, Laura, MoroniN Brown, Enoch, Hoytsville...N
Branch, Eliza, CoalvilleN

C.

Carroll, W. E., Orderville ...N Coombs, Esther, Juarez, Mex. M.
Chipman, Roy S., Am. Fork. C. Cropper, Mary, DeseretN
Chipman, Virgie, Am. F^k. H. S.

D.

DeGraff, Chas., Mt. Pl....H.S. Driggs, W. K., Pl. Grove. A&I.
Dixon, Emma, PaysonN

E.

Eastmond, Bessie, Provo...A&I. Eklund, Richard, Oakley, I...N.
Edgel, W. R., Hoytsville...N. Ellsworth, G. F., Mesa, A...N.
Edgel, Frank, Hoytsville...N. Evans, G. H., Kamas...H.S.
Eggertsen, A., Provo...Sp.H.S. Evans, R. J., Lehi.....N.

F.

Faux, Goldie, MoroniN. Fowler, D. A., Provo.....N.

G.

Gardner, J. H., LehiH.S. Greenwood, E. M., Inverury. N.

H.

Hanson, Nellie, St. Joseph...N. Hindley, Edith, Am. Fork...N.
Hanson, Jas., St. Joseph...N. Hosmer, Chas., Provo....H.S.
Harris, Leo, Cardston, C...H.S.

J.

Jackson, Elvon L., Fillmore. N. Johnson, C. R., Huntington...N.

L.

Lewis, Fern, Sp. ForkC. Long, Violet, LehiN.

M.

Maycock, Luella, Springv'le. N. McOmie, Robert, LehiN.
McConkie, Jos., Vernal...A&I. Morgan, W. E., WillardN.
McConkie, Russell, Moab...N.

O.

Orwin, Sarah, ProvoN. Overlade, Arthur, Provo ..N.
Otteson, Victoria, Provo ...N.

P.

Peterson, J. C., Hooper.....N.	Peterson, Emma, Santaquin..N.
Peterson, Clara, Santaquin.N.	Preston, Bessie, Am. Fork..C.

R.

Rees, C. W., CoalvilleE...H.S.	Robertson, Jessie, Springv...N.
Redd, H. H., Bluff .....N.	Rose, Henry, InveruryN.

S.

Sharp, Annie, LehiN.	Spilsbury, Estelle, Toquerv..N.
Somerville, Elsie, Moab....N.	Stallings, Hazel, S. L. City.N.

T.

Tanner, Leonard, ProvoN.	Taylor, W. W., ProvoH.S.
Tanner, Marie, Provo.....N.	Thurman, S. D., Provo ...H.S.
Taylor, Hazel, ProvoM.	Thurman, Archie, Provo ...N.
Tangreen, Emer, MoabN.	

V.

Van Wagoner, J. D., Provo...N.	VanWagenen, Hattie, Provo.N.
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W.

Watkins, J. F., Vernal ...H.S.	West, C. H., OgdenN.
Webb, Dulcie, LehiN.	Williams. S. W., Emery....N.

SECOND YEAR.

A.

Allred, Lillie, Provo .....C.	Aplanap, Myrtle, Midway...N.
Anderson, John A., Heber..C.	Ashworth, Beatrice, Provo..N.
Anderson, Matilda, Fairview N.	Ashworth, Paul, Provo.....N.
Anderson, Emily, Provo ..S.P.	Ashworth, Claud, Provo...A&I.

B.

Baird, Tilla, KanabN.	Black, Albert, DeseretH.S.
Baird, Samuel, Kanab .....N.	Borgquist, Erasmus, Heb'r HS.
Ballard, Myrtle, Payson ...N.	Borg, Mabel, Mt. Pleasant.H.S.
Bateman, Marg., E. Jordan..N.	Bown, John, Fayette .....M.
Bayles, Emma, Bluff .....N.	Bradford, H. L., Sp. Fork..N.
Bean, Marg., Provo .....N.	Brimhall, Fawn, Provo....N.
Beesley, John O., Provo...H.S.	Brimhall, Fay, Provo .....N.
Beck, Amanda, Am. Fork..N.	Brimhall, Dean, Provo ...H.S.
Beckstrom, W. C., Sp. Fork.N.	Buckley, Nellie ProvoM.

C.

Call Waldemar, Willard....N.	Christensen, J.S.,Am. F'r..N.
Carter, Zella, Eureka .....C.	Corey, Eppie, Payson .....N.
Chipman, Lorena, Am. Fork.N.	Cluff, P. Provo S.P.
Chipman, Bernice, Am. F'k.N.	

D.

Davis, Ruby, LehiN.
 Day, W. P., FillmoreN.
 DeMoisey, Helen, S. J. C..Sp.

Dixon, Veda, PaysonH.S.
 Druilard F. G., Vernal ...H.S.

E.

Eggertsen, B .S., ProvoN.
 Enquist, Hannah, Santaquin N.
 Ericksen, Edith, Sp. City...N.

Evert, Anna, ProvoA&I.
 Ewell, Polly, SantaquinN.

F.

Farrer, Zell^a ProvoC.
 Fjelsted, Fred, Gunnison ..M.
 Foster, J. D., ProvoM.

Frandsen Ernest, Redmond.N.
 Frederickson, Harriet, Diaz.N.

G.

Garrett, J. O., NephiN.
 Giles, Lafayette, HeberC.
 Glazier, Wilson, Provo ...H.S.
 Glover, Parley, E. Jordan ..N.

Grace, Helen, NephiM.
 Greene, John T., Am. F'k..C.
 Greene, Mark H., Am. F'k..C.

H.

Hacking, T. W., Cedar Val..C.
 Hamblin, Rose KanabN.
 Hansen, Andrew, ProvoC.
 Hansen, Rebecca, Sp. F'k.A&I.
 Hanson, W. F., Vernal ...H.S.
 Hardy, Thethe, ProvoC.
 Harris, Mertie, Provo ...A&I.
 Hawley, Claud, Inverury ...N.

Hayes, Rachel, Pl. Grove.A&I.
 Henrie, Kenneth, Provo ..H.S.
 Henrie, Clara Dee, Provo ...N.
 Holman, Edith, Pl. Grove ..N.
 Holdaway, W. S., Sp. Fork.M.
 Housekeeper, Wm., Price.H.S.
 Howard, Harvey, Vernal .A&I.
 Hoyt, Val, NephiC.

I.

Irvine, Daisy, ProvoC.

J.

Jeffs, Laverna, HeberH.S.
 Jensen, Jav C., HeberH.S.
 Johnson, Nora, ProvoN.
 Johnson, Martha,Sp.Fork.A&I.

Johnson, Ellis, Huntington..N.
 Johnson, Florence, Provo...N.
 Johnson, J. W.,Hunting'n.A&I.
 Jones, Thatcher, Byron, W..N.

K.

Kelly, Park, Carey, Idaho...C.
 Kelly, Jessie, Carev Idaho..N.
 King, Elmer, ProvoH.S.

Kirkham, E. J., LehiN.
 Knell, Mary A., PintoN.
 Knell, J. Claud, PintoN.

L.

Lambert, J. R., HeberH.S.
 Lambert, J. C., Kamas ...H.S.
 Larson, G. W., Pl. GroveN.
 Larson, Martin M.Pl. Grove.N.
 Larson, Curtis, Pl. Grove ...N.

Leetham, Golden, L'k Shore.C.
 Lobb, C. J., CoalvilleC.
 Loveless, Hazel, ProvoN.
 Lowry, Leo, MantiN.

M.

Maiben, Olive, Provo	N.	Miller, Rex., Price	H.S.
Marshall, Ettie, Provo	N.	Mitchell D. R., Am. Fork ..	C.
Maycock, Berry, Springville..	C.	Mortensen, LaV., Sanford A&I.	
Meldrum, Geo., Provo	C.	Mortensen, M., Sanford, C. N.	
Metcalf, J. E., Gunnison	N.	Murdock, Wm., Heber	N.
McOmie, Alex., Lehi	N.	Murdock, Verna, Heber	C.

N.

Nelson, Carl, Provo	N.	Newton, W. R., Mona	N.
Nelson, Stella, Provo	N.	Nicholes, J. K., Am. Fork...	C.
Nelson, Jessie, Provo	C.	Nielson, Sina, Fairview	N.

O.

Oberhansly, Henry, Clinton..	N.	Olsen, J. L., Moroni	C.
Oliver, Annie, Provo	Sp.	Orwin, Lottie, Provo	A&I.
Olsen, G. F., Fairview	N.		

P.

Page, Elizabeth, Parowan...	N.	Perkins, H. C., Bluff	N.
Page, Don S., Payson	H.S.	Peterson, P. G., Deseret	N.
Parkinson, Anna, Preston..	A&I.	Poulson, Eugene, Richfield..	C.
Parker, Melinda, Am. Fork..	N.	Poulson, Moroni, Redmond..	N.
Parrish, Clara, Centerville..	C.	Powell, J. A., Upton	N.
Paxman, Alma, Provo	H.S.	Price, G. F., Charleston	C.

R.

Raile, Henry, Provo	H.S.	Robertson, Ezra, Lake Shore..	C.
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